

NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

600 South Michigan Blvd., Chicago 5, Illinois

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NATIONAL CONGRESS OF PARENTS AND TEACHERS

FOUNDED AS NATIONAL CONGRESS OF MOTHERS

1897



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MRS. MARY E. MUMFORD, vice-president, and MISS EMMA MORTON, treasurer, are not included in the picture.



The President's Message



AN ALL-INCLUSIVE CONVENTION

BY the time most of you read this message our Golden Jubilee convention, at which we celebrate the founding of our great organization, will be at an end. How I wish it were possible for all four and a half million of us to celebrate this joyful event together! Happily, the mind and the heart can transcend all distance, and in thought and in spirit we shall truly be bound together. United in purpose and belief, we shall give reverent thanks to those courageous women who fifty years ago created a world-embracing movement centered in the home and the school.

If you will turn to page eleven of this issue you will see that we were able to plan a program worthy of so historic a gathering. Such leading educators and other prominent public figures as those invited to share their thinking with us could hardly fail to make the program a stirring and a stimulating one.

YET over and above any program—no matter what new and significant heights it attains—are certain values that cannot readily be symbolized in word pictures. There is the expectation of finding new friends and seeing old friends once more. There is the hope of meeting and mingling with past national and state presidents, as well as with the other parent-teacher leaders, those who have given so much in order that children might explore their world with eagerness and live in it with joy. There is also the exalted desire to rededicate our all-out allegiance to the ideals we hold high and to the Founders who gave us this heritage.

These, then, are the chief reasons why I wish so fervently that all of you might share the tribute and the triumph that mark this year's convention. Be assured, however, that we shall do our utmost to transmit to you the good will, the good thought, and the good outcomes of the Golden Jubilee celebration. And this is not only as it should be but as it must be. For we have come to understand with the sharpest clarity that the fulfillment of our destiny depends on the effort of each and every parent-teacher member. If but a few are out of step we shall falter and delay, and thus block the building of the only society that can satisfy us—a society in which the promise of our parent-teacher objectives will be fully realized.

Mabel W. Hughes

President, National Congress of Parents and Teachers

Each ACCORDING TO

JANE and Nancy are sisters—but so different you'd hardly know they belonged in the same family. Thomas and Bobbie are brothers—but the one meets life with sturdy confidence while the other shrinks from it, seeking reassurance from his mother's smile. According to the psychologist William James these children, like all people, are either "tender-minded" or "tough-minded." Following his lead, our author tells us what such differences mean in terms of the best possible guidance for every growing child.

AGNES E.
BENEDICT



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NANCY and Jane Rhodes are sisters, two years apart. Their parents' creed has always been "No favorites." The girls have lived all their lives in the same comfortable house, have attended the same schools and Sunday school, and are sent to the same summer camp. Although they do not dress alike, the parents have taken great care to give them the same amount and kind of clothing. This applies also to toys, books, and other things—even presents. Allowing for differences in age, the girls have had the same privileges, restrictions, and responsibilities.

Yet now that they are fourteen and twelve, it is difficult to imagine two girls more unlike. One would hardly think they came from the same family. Nancy is tall, fair, and vital. She is warm, outgoing, full of life and fun, always in the center of things. Her schoolwork is of high quality, and she is a leader in her class.

Jane, who is thin, pale, and serious-looking, seems almost a shadow beside her glowing older sister. People say, "You forget she's in the room, she's so quiet." But Jane is conscientious, and she tries hard to please. Academic work is her element. She has a fine mind. Her algebra grades are even higher than Nancy's. Nevertheless Jane's parents are troubled about her. They think she works too hard and plays too little. She has few friends; and the other children are beginning to call her a "drip."

Of course these children are not really typical. The upbringing of all brothers and sisters is not so uniform as theirs is, nor are its products so entirely different. Nancy and Jane Rhodes do, however, illustrate in striking fashion a common mistake that is being made today by many parents, teachers, and others of us who are responsible for guiding children. For in conscientiously applying

HIS NEED

modern theories of child training we do not heed sufficiently the psychologist's precept: *Meet the needs of the individual child.*

We do meet them, of course, at the physical level. We recognize innate differences in children from the day of their birth. Modern parents no longer bring up babies by rigid schedules; rather, they modify the schedules to suit the demands of a particular infant. Within certain broad limits they give children different kinds of food, take account of allergies, give different amounts of exercise and rest, and allow for individual susceptibility to colds and other infections.

How carefully mothers dress their children, adapting the style of clothing to differences in body build, coloring, and the shape of the face, so that each child will look his best! But in the all-important matter of personality we too often discard these wise policies. We tend to cut our cloth to a single pattern and then expect it to fit wholly divergent personalities.

Children do differ tremendously, when we think about it. There are the high-strung and the placid, the alert and the dreamy, the aggressive and the retiring, the shy and the bold. And their native interests and capacities vary just as much. Of course, they change greatly in many respects as they grow older, but some basic differences always remain.

The Vulnerable and the Vigorous

NOR would we have it otherwise. Who would want all children to be alike, even if we could make them so? What we seek to do is help them to overcome their weaknesses and build their strengths to the point at which each one will become a rounded, self-reliant, socially conscious, creative person—a successful person. We can do this only if we give to each according to his need.

Let us look at one of the most important differences revealed among children from two to six years of age, the difference in *sensitiveness*. The psychologist William James divided all people into two cate-



© San Diego City Schools

gories, the tough-minded and the tender-minded. Though we would characterize these groups by different names today, there is no doubt that youngsters vary greatly in this matter of sensitiveness. All children are tender-minded, really. It is easy—too easy—to destroy their faith in themselves. But some are far more vulnerable than others are.

The words *tough* and *tender* describe this difference very well. Just as a tough skin feels less pain from heat or cold or is less easily broken than a tender skin, so the personalities of certain children tend to withstand emotional blows—failure, upsets, signs of disapproval, or shocks—better than others do. The supersensitive child tends to give up quickly. He is quicker to become hopeless about himself, to think that what he wants to do doesn't matter, that he doesn't count. What is even more serious, he is quicker to think that people don't like him. Undoubtedly for this reason he is more inclined to be flustered than is his sturdier brother or sister, more inclined to become con-



© Harold M. Lambert

fused, baffled, overwhelmed, and afraid. And, sad to say, it is harder for him to tell how he feels.

Surely these tough and tender children need very different methods of upbringing. True enough, all of them gain the foundations of self-confidence from their mothers. For a child's mother is the first person whose face he knows, the one on whom he depends for everything, even life itself. Because she believes in him he can believe in himself. Because she loves him he expects others in turn to love him. Next to his mother, his greatest source of security is his father, who, as time goes on, means more and more to him.

All children, then, have to feel this closeness to their mothers. Take, for example, the case of two little brothers, Thomas and Bobbie. Thomas, the less sensitive, seems naturally to have that feeling



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of closeness to his mother, whereas little Bobbie must be helped to feel it. Mother must tell him more often, by cuddling and caressing and by the tender tone of her voice, that she cares for him. He needs to be with her more. At two Thomas runs freely all over the house, even out into the yard by himself. Yet at the same age Bobbie is not happy out of Mother's sight. He demands more of her attention than does Thomas.

The things Thomas can easily take for granted Bobbie has to be made continually aware of—his mother's interest in what he is doing, her understanding, her concern for what matters to him, her desire to share his thoughts and feelings. These variations in need do not mean that the one child is strong and the other a weakling; they simply register a difference. If Thomas has his

specially good points, Bobbie has fine qualities that Thomas does not possess.

These children, like all children, need a wide variety of toys and play materials: blocks, dolls, and toys for domestic play as well as cars, trains, boats, fire engines, and so on. They also need paints, clay, and carpenter's tools. Both need the same general guidance, which means giving them plenty of freedom in using materials and enough assistance to enable them to carry out what they are trying to do. But because Bobbie is more likely to give up and expect failure, and also because he is less likely to value what he does, he will need more praise and encouragement.

Discipline, too, should be different in the case of the more and the less vulnerable children. All breaches of conduct on the part of youngsters should be handled with firmness and gentleness. But there should be more firmness with Thomas, more gentleness with Bobbie. A stern expression, a sharp tone of voice, a penalty that might roll off Thomas' shoulders could hurt the other child very deeply. The occasional sharp slap or quick shaking is considered sound discipline *in general*. It might be excellent for Thomas, but for Bobbie it might be definitely injurious.

Probably Thomas, like Nancy Rhodes, has what is called a foreground personality. He attracts attention from adults and has very likely done this from the time he was a baby. Thomas tends naturally to think that what he does matters to other people, so he readily talks about it. Bobbie, on the other hand, is far more likely to believe that what he does isn't important, so he keeps still.

No special effort has to be made to get Thomas to talk about himself. The problem—if there is a problem—may be to curb some prima-donna tendencies by skillfully soft-pedaling him from time to time. On the other hand, effort has to be made to draw out Bobbie, to lead him to talk about what he is doing, and to tell what he thinks and feels.

Braving the Slings and Arrows

THESE same principles apply to the children in their relations with others. Thomas is aggressive. He not only is well able to defend himself, hold on to his toys, and see that he has his turn at the swing or the bicycle, but he may try to get more than his share. He may grab the other children's toys, demand more turns at the swing than he has a right to. He may fight to get what he wants, may even enjoy teasing or attacking other children. Thomas has to learn to be more cooperative, perhaps by being taken away from his playmates at times. Under the right guidance, these aggressive tendencies can be channeled and developed into real leadership.

Supersensitive children like Bobbie, however, are usually physically timid—not because they are any more afraid of pain than the others but because they feel less able to defend themselves. These boys and girls should not be readily thrown with more rough-and-tumble children.

Nor, conversely, should their mothers continue to protect them or interfere on their behalf. Bobbie should hear his mother or teacher say, "Don't let him take that away from you! Hold on to it," and "Don't let him hurt you!" He should be praised when he does stand up for himself. Slowly he will lose his fears and may perhaps become quite aggressive in his way. Authorities on children consider it a definite sign of progress when the timid child begins to fight.

Guidance Geared to Common Sense

How to get along with others is, of course, one of the biggest lessons a young child has to learn. For this reason educators and psychologists are agreed that most children benefit greatly by going to nursery school, even as early as two years of age. But this is not true of all children. Often the supersensitive ones should wait until they are older or should attend for only part of the morning or for two days a week. The unfamiliar surroundings, the absence of their mothers, the presence of a strange adult and of other children are likely to be overstimulating and confusing.

If this kind of individual guidance is given to both the tender- and the tough-minded, each will develop in the way he was born to develop. Each will overcome his weaknesses; each will learn to make the most of his strong points. The tender child may never be as aggressive as his tougher brother. But neither will he, like Jane Rhodes, be shy and unable to make friends. He will have no cause to retreat from people and take refuge from unhappiness in the world of books.

The tougher child may not be quite as able as the other to sense the feelings of those around him, or as intuitively understanding and sympathetic. But he will be responsive to their needs, and he will be cooperative, capable of subordinating his own desires to the common good. Like Nancy Rhodes he will be a leader; that is, he will initiate activities, get things done, and carry others along with him.

Perhaps the more tender child may never become a leader in this sense. Even if he doesn't, there is no reason to worry about him. He will make his own particular contribution to the world—and in his own way. Moreover, that contribution may be very valuable and quite as rewarding to him—materially and otherwise. On the contrary, many an inspired leader has been a super-

sensitive child. All that is necessary is for him to care so much about something that he overcomes his own resistance to self-assertion.

The tendency to bring up children in the same general way is most natural. Often, as in the case of the Rhodes sisters, parents love their children equally and want earnestly to show no favoritism. Nevertheless one child for some reason—perhaps because he, like Nancy Rhodes, has a foreground personality—becomes, actually, the first child. He sets the pattern for the others to follow. His achievement becomes the standard of excellence; his responses determine the methods of guidance used with the other children. But just as there is no "average" child, so there can be no blanket rules of guidance to fit all children.

Two arguments have been advanced against this type of guidance. One is that handling a sensitive child in the way we have discussed means mollicoddling him. People often say that a tender youngster has to be toughened and that he can only be toughened if he is made to take what other children have to take.

Answering the Arguments

HE does have to be toughened, certainly. He needs to be helped to overcome his sensitiveness, at least enough so that it will not interfere with his successful adjustment in the world. But he can proceed only a step at a time. Surely a weak arm has to be strengthened by exercise. Yet if it is exercised too strenuously in the beginning it may become weakened permanently. In the same way, misguided efforts to toughen sensitive children too quickly may do them irreparable injury.

Others argue that although handling children of the same family according to their varying needs may really be fair, it will not seem fair to the children. As a result they may become jealous of each other and resentful toward the adults. Experience, however, has shown that this fear is quite groundless. It is taken for granted that certain standards should be upheld for all children, the tough and tender alike. No child should be allowed to "get away with things," to do as he likes in defiance of the well-being of others.

If the needs of a particular child are satisfactorily met, that child will be singularly indifferent to the way another is being handled. It is children whose needs are *not* met who become rivals, who watch to see that they are given just as much as their brothers and sisters get—as much of their parents' attention, as many presents, as many privileges, as few responsibilities.

And so if our children are to realize their fullest potentialities, the rule should not be "No favorites" but rather "Every child a favorite child!"



HOW TO
Think
ABOUT
YOURSELF

EVERY so often medical science confirms some ancient folk remedy for the illnesses of the flesh. For example, centuries before it was chemically proved that seaweed contains iodine, or medically proved that a lack of iodine will cause goiter, the Chinese were using powdered seaweed to prevent this condition. They knew *what* worked long before they knew *why* it worked. It has remained for science in such instances to give the *why*, to underpin practice with insight into the chemical make-up of things. In like fashion, many folk-comments upon human nature and behavior are accurate statements of fact. But it has again remained for modern science—in this case, psychology—to give the *why* behind the fact.

I was reminded of this recently by conversations with

The Linkage

two women, each of whom, in discussing a psychological problem, used the same folk phrase. One of them was a mother talking about her nineteen-year-old daughter. The girl, away from home for the first time, seemed unable to make a happy place for herself in college classroom or dormitory. Her grades were all right. It was in her human relationships that she was failing. And her worried mother said of her, "She seems so *turned in* on herself. . . ."

The other woman was concerned about her husband. A retired businessman in his late sixties, he had lost all vital interest in his world. And his perplexed wife said of him, "He seems so *turned in* on himself. . . ."

"Turned in on himself"—there is the folk phrase for a state of mind long recognized as unwholesome. We might call it a pre-psychological statement of a psychological insight. In fact, about the only change the psychologist has made in the phrase is to turn it into Latin, coining the word *introverted*, which literally means turned inward.

Routes of Retreat from Reality

ANY person who is to achieve depth or privacy of selfhood must, of course, be more than an *extrovert*, a person who turns outward and finds all his satisfactions in things outside himself. Instead, he needs to strike the happy balance that we have come to call *ambiversion*, which is a turning both inward and outward in thoughts and interests. But the psychologist goes along with the layman in recognizing that an extreme turning in on the self, extreme *introversion*, is dangerous. It means the gradual substituting of fancy for fact, the gradual breaking of ties with reality.

One practical contribution that psychology has made is its analysis of personality as a set of linkages between the individual and his world. If these linkages are strong, are growing, are varied enough, and are arranged, so to speak, for a two-way passage of influence between the self and the non-self, then the personality is likely to be in good health.

Individuals do not actually decide to break off normal linkages with life, even though to exasperated or worried onlookers they

ge Theory of Personality

BONARO W.
OVERSTREET

may sometimes seem perversely deliberate in doing what defeats their own happiness and that of others.

Psychology has made it clear that we are all engaged, from birth on, in trying to satisfy certain ego-demands—for personal significance, for self-respect, for affection, for security within the group. If we are continually and painfully defeated in our efforts to satisfy these hungers we may lose the will to go on trying. This does not mean that we shall relinquish the hungers. They are basic to our nature. But we shall abandon the effort to satisfy them by direct and customary social means.

We may, like children desperate for attention, adopt aggressive forms of behavior that we ourselves know are not really attractive, forms of behavior that could never be elevated to universal principles without wrecking society. They may, however, have for the threatened ego this one short-range merit: they attract notice. This puts the individual into a predicament, and he not infrequently resolves it by finding some way to explain to himself that it is right and natural for him to behave in ways not suitable for others. Here we have the root cause of many an unpleasant claim to superiority—the claim of supersensitivity or superintelligence or superefficiency or supermorality. What is plainly happening in such cases is that the individual is losing contact with the



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world of objective values and moving into a world of his own making.

The threatened and desperate ego may resort to quite a different method. It may move into a world of daydreams where it can experience the social triumphs denied it in the real world, and it may become increasingly reluctant to test the dream by the fact. So, again, normal linkages with life are broken.

If a person's childhood has provided no happy fusing of secure affection with the habit of self-discipline, the sense of failure may exist almost from the start. It may reveal itself during the earliest years. But in many lives the linkages may for a long while appear to be adequate, simply because they suffice in one given situation. In these cases the retreat from reality will not become apparent until the individual moves into an unfamiliar and more demanding situation.

EARNEST men and women everywhere yearn for the good things that come only when one stands in a satisfactory relationship to his environing world. Successful social adjustment means peace, serenity, stability. It means neighborliness felt and expressed, fun enjoyed and created. So it is well worth the while to learn how to watch oneself grow, with competent guidance supplied by this thoughtful and richly suggestive article.

Ourselves Under Scrutiny

FOR example, the girl who is a misfit at college may have seemed well enough adjusted in her home, where the most important decisions were made for her and where she was rarely required, on her own, to convert strangers into friends. The retired businessman may have seemed well equipped for life so long as he remained within a situation where a specialized expertness gave him success and where his human relationships

were more or less taken care of by daily proximity and official status.

Such individuals may show their first tendency to turn in on themselves—that is, to withdraw from objective reality—when they meet a situation so much more demanding than the one to which they are accustomed that their established ways of behaving bring failure instead of success.

Out of the many tests we might apply to the linkage-systems we have built with life, I can speak here of only two.

First, we must ask whether our linkages are of as many types as are the situations we can rightly expect to meet, and to be tested by, as life goes on. Have we a sturdy, self-respecting work-linkage with our society? Have we established a serviceable word-linkage? In a world where we must often depend on talking to build bridges between ourselves and others, do we have skill enough to be both clear and interesting?

What about our social linkages, our ability to get along with other human beings? What about our creative linkages? Do we live passively in a world of the ready-made—ready-made objects, ideas, institutions—or are we ourselves, in some areas, initiators and makers? Have we built rich knowledge-linkages? If these are flimsy, we shall be making mistakes all along the line.

What linkages have we established with groups dedicated to the righting of human wrongs, to the relieving of human suffering? And finally how do we feel ourselves related to the total universe and the mystery of life? Have we retreated into either flippancy or rigid, unexamined dogma, or have we built linkages of reverence and spiritual unity? If our linkage-pattern is wholesomely well-rounded, we are not likely to be baffled by any situation typical of human experience.

Then there is the second major question: Have we developed these linkages to a level suitable for our age? Or are we still immature? A child's linkages with his family, for example, may rightly have in them much of dependence. But if a person of twenty-five or forty-five is still linked to his parents by his dependence upon them, he is

clearly immature. At a certain stage of life, the pre-adolescent stage, girls may quite naturally make close friendships only with girls, dismissing boys as coarse and noisy; and boys may make close friendships only with boys, dismissing girls as sissies. But if an adult is too emotionally uneasy with the opposite sex to be able to enter a permanent partnership that will permit the building of a home and a new family unit, then that person has not matured with respect to his sexual linkages.

We could go on and on with examples. But the principle would remain the same: *If we are to be capable of a full-rounded enjoyment of life, capable of making a contribution to life, then we must be linked with the realities of the world in many ways. We must be linked with them in ways as various as the demands that experience makes upon us and in ways mature enough to fit our years.*

When Error Blinds

SOME MONTHS AGO I was told the story of an adolescent girl who admitted to her priest that she thought herself guilty of the sin of vanity. Pressed for an explanation she said, "Well, Father, every time I pass a mirror, I look at myself and think 'How beautiful!'" The priest, with tolerance and amusement in his eyes, assured her gently, "Don't worry, my child. That's not a sin. It's a mistake."

In the mirrors of our own minds we do not easily see ourselves as we are. Certainly it is more dramatic to think of ourselves as sinners than as blunderers. Yet most of the inept behavior with which we confuse and distort our lives is not made up of dramatic sins but just plain mistakes, psychological mistakes.

Only as we learn to see ourselves truly, so that our own self-image will correspond fairly closely to the image established by our objective behavior, can we feel confident that we have hit upon the honest and mature way to think about ourselves.

ABOUT OURSELVES

If you wish to know yourself, observe how others act. If you wish to understand others, look into your own heart.—SCHILLER

To most men, experience is like the stern lights of a ship, which illumine only the track it has passed.—COLERIDGE

Make it thy business to know thyself, which is the most difficult lesson in the world.—CERVANTES

Program

Highlights

Golden Jubilee Convention



© Chicago Park District

Sunday Evening, June 1
Rockefeller Memorial Chapel
University of Chicago

5:00 VESPER SERVICE

Address by the Reverend Charles W. Gilkey,
D.D.: "Across the Generations"

Monday Morning, June 2
Grand Ballroom, Stevens Hotel

9:30 GENERAL SESSION I

Processional
Invocation by the Reverend John W. Harms
Greetings and Introductions
Address by Mrs. L. W. Hughes, President

Monday Afternoon
Grand Ballroom, Stevens Hotel

2:00 GENERAL SESSION II

Symposium on Parent and Family Life
Education
Address by Joseph K. Folsom: "Parent Education Comes of Age"
Participants: Robert G. Foster, S. R. Laycock, Bonaro W. Overstreet, and Leland Foster Wood
Interrogators: National Chairmen
Demonstration of Assembly Singing

Monday Evening
Grand Ballroom, Stevens Hotel

8:00 GENERAL SESSION III

Address by Frances Perkins: "Education and Social Progress in the United States"
Procession of the States
Author and Narrator: Mrs. John E. Hayes
Announcer: H. B. McCarty

Tuesday, June 3
Normandy Lounge, Stevens Hotel
8:30 a.m. to 3 p.m. ELECTION OF OFFICERS

Tuesday Morning
Grand Ballroom, Stevens Hotel

9:30 GENERAL SESSION IV

Invocation by the Reverend Edward V. Cardinal
Symposium on Health
Address by Thomas Parran, M.D.: "Your Part in the Nation's Health Program"
Participants: W. W. Bauer, M.D., Hortense Hilbert, and George S. Stevenson, M.D.
Interrogators: National Chairmen

Tuesday Afternoon
Grand Ballroom, Stevens Hotel

2:00 GENERAL SESSION V

Symposium on World Understanding
Address by Harry A. Overstreet: "Creating the One-World Mind"
Participants: Ethel Kawin, C. Levi-Strauss, M. S. Sundaram, and M. Thomas Tchou
Interrogators: National Chairmen

Tuesday Evening

5:45 NATIONAL LIFE MEMBERSHIP DINNER
South Ballroom, Stevens Hotel

8:00 GENERAL SESSION VI

Medinah Temple, 600 North Wabash Avenue
Address by Dorothy Thompson: "A Parent Looks at the Teacher"

Wednesday Morning, June 4
Grand Ballroom, Stevens Hotel

9:30 GENERAL SESSION VII

Invocation by Rabbi Phineas Smoller
Symposium on School Education
Address by George D. Stoddard: "New Educational Frontiers"
Participants: Herold C. Hunt, Mary Titus, Pearl A. Wanamaker, and Paul Witty
Interrogators: National Chairmen

Wednesday Afternoon
Grand Ballroom, Stevens Hotel

2:00 GENERAL SESSION VIII

National Parent-Teacher: The P.T.A. Magazine
Brief Reports and Presentation of Awards
Address by Joshua Loth Liebman: "Peace of Mind"
Report of Findings Committee

Wednesday Evening
Grand Ballroom, Stevens Hotel

7:00 BANQUET

Invocation by Mrs. William A. Hastings
Address by John Mason Brown: "Seeing Things"
Installation of Officers

SAVING Eyesight BY



© Eva Luoma

OUR child was in the first year of school before we knew that her eyesight was not normal. At the end of six weeks the school nurse asked me to have her eyes examined. Tests were made, and she was fitted with glasses. We were told that her eyes were very weak and should be spared any unnecessary strain. Under our watchful gaze, she wore the glasses about five months. But she didn't like to wear them—insisted, in fact, that she could see much better without them. This we dismissed as childish fancy, readily understanding why she would rather not wear them. We made a point of calling attention to pretty young girls who wore glasses and stressed the fact that their glasses did not detract from their looks. All to no avail. Hers weren't good glasses, she said, and she took them off at every opportunity.

Just before the end of the first semester I was summoned to the school. The writing teacher was having trouble with my little girl, finding it impossible to hold her attention during class. She told me that if the child had been a boy she'd have spanked him long ago. My little girl was disobedient; she wouldn't even look at the teacher when asked to do so. She preferred to look at the

wall behind. Her writing was terrible.

Greatly disturbed, I went to all her teachers. The same story, with slight variations, greeted me in every room. The child wouldn't pay attention; she looked at the wall or the blackboard all the time; she hadn't learned anything. The playground teacher was the only one who had a kind word for her, and even she had a complaint. My child was very cooperative on the playground. She got along very well with the other children but didn't seem to understand even the simplest games. Told to throw the ball to a certain child, she'd more than likely throw it to another. In tag, she was always "it." She would stand still, watching, while the youngster who was "it" would come right up and tag her.

Deepening Darkness

NO parent wants to believe that his child is not bright, and I was no exception. She wasn't dumb. I knew that. She was a very pretty little girl, with good manners, fairly obedient, and until now entirely normal.

My husband and I talked all this over. After a long silence he said, "Have you noticed her looking over *your* shoulder?"

I nodded. I had but hadn't wanted to admit it even to myself. This habit of not meeting our eyes and always looking to one side gave the child's face a vacant look. It could no longer be ignored.

"I don't remember her doing that before she wore glasses," said her father. That was it, we decided. All these strange actions began after she started wearing glasses. We decided to take her to the doctor again.

After this second examination he told us that her eyes were undeniably weak but that there was something else involved, something he didn't quite understand. He advised us to take her to another eye specialist. He recommended one, called him up, and made an appointment for a later hour that day. We left the office and walked around until the time we were to see the specialist—not talking, hardly daring to look at each other.

We spent four hours in that specialist's office. He made innumerable tests but finally sent the

COMMUNITY Foresight

MILDRED ADELINE AMOS

child into the outer office to wait for us. He faced us across his desk. He moved an ash tray, offered my husband a cigarette, opened and shut a drawer. He seemed reluctant to begin. At last he folded his hands and started to talk.

Our child, he said, was suffering from a condition known as central blindness. It was a permanent condition, and there was no treatment. It was caused by an early childhood illness that produced prolonged high temperatures. As a result a series of small fragments of scar tissue dotted the lens of her eye, shutting off her vision. These could not be removed or diminished in any way known to medical science. She could see clearly for a distance of about ten feet, if she looked slightly to the side. She could not distinguish one face from another across a room. Glasses would not help her. In his opinion they actually detracted from her ability to see. He could not say whether her eyesight would become worse, but he could definitely say that it could never be any better. Only observation and time would tell whether she would become totally blind.

We left the specialist's office shocked and unbelieving. We felt we could not accept such tragic news—not about *our* child.

Patience Finds a Way

SIX months and eleven specialists later, we had to accept it. We had taken her to every good eye doctor we heard about. They all told the same story, worded a little differently each time. Some recommended that we send her to the state school for the blind. Teach her Braille, they said, while she had a portion of her sight left. Some predicted blindness soon; others gave her a few years. Several believed that her eyesight would not get any worse. And all the while I tried to imagine how it would seem to be shut into a world just twenty feet in diameter.

We did not want to send our little girl to the state school for the blind. Send a seven-year-old child three hundred miles from her parents, away from everything that was familiar to her? We searched for another solution. We did not want her pitied and set apart from the others. We didn't want her to have any special consideration be-

cause of her handicap. She had always played with other children and had learned to be a good loser, since she could never win in any competitive game. We had never given her any sympathy over this because we wanted her to stand on her own feet.

I talked to her principal and to each of her teachers, explaining the specialists' diagnosis to them, and asked their aid. They were most helpful, though they let me know that they could not give my child much special attention without being unfair to the rest of the class. But I didn't want her to have additional privileges, exactly. I just wanted the teachers to take her handicap into consideration when they assigned lessons requiring close eye work.

Together the teachers and I worked out a plan whereby I could help my child and keep her in school with other children her age. It meant a lot of extra work for me and for her. If we had been wealthy, the problem might have been easily solved by a tutor, but we are far from wealthy. It will take some time to pay all the bills from those expensive specialists we felt we must see before we could believe the truth.

At first I read her lessons to her and helped her to memorize everything she could. She finally learned her alphabet and how to write. She was excused from written homework but had to be able to do problems on the blackboard and recite her reading lesson. As time went on she learned to depend more on her ears than on her eyes. She made passing marks until she came to the low-seventh grade. Then she could not keep up with her class, no matter how hard we both worked. There were too many new things that she couldn't

WHAT would you do if your child were threatened with blindness? What, if anything, would the public schools of your community do to prevent that threat from becoming a reality? Here is a story that brings to parent-teacher readers the fruits of a woeful yet heartening experience.

grasp. We took her to the doctor, and after a careful examination he advised her to stop school. She must be saved any further eyestrain. The school for the blind seemed the only way out.

A City School with Open Eyes

THAT same year, in the schools of our city, a sight-conservation class was established. Talk about prayers answered, manna from Heaven!

It is a part of the school system, this class—free as any public school and equipped to offer the special attention these children need. To enter the class a child must be handicapped by any of the following conditions: vision between 20-70 and 20-200 in the better eye, with correction; serious progressive eye difficulties; disease of eye or body that seriously affects vision; eye operation (particularly the removal of one eye) necessitating readjustment; crossed eyes; or other severe muscular irregularities.

The classroom is painted a light color in a dull finish, to give maximum light without glare. At the center of each window are two buff shades, one rolling up and the other rolling down, for better control of the daylight. Electric lights, used on dark days, are carefully shielded, with the rays directed toward the ceiling and then reflected downward throughout the room. Pencils have extra-soft leads, drawing pens have soft points, and only India ink is used. The books are printed in twenty-four-point type; that is, in letters a third of an inch high. Spelling tablets have heavy ruled lines one inch apart, and cream-colored

paper is used, to reduce glare. Eye-saving yellow and aqua paper are used for typing, which is taught to the entire class. The typewriters are special models with large type.

The emphasis is on saving the sight these children have. Much of what they learn comes by ear. They listen to the "talking book," which gives them fiction as well as lesson material, and to the school of the air, which is broadcast every day.

Our child is now enrolled in this class, and for the first time she is really enjoying school. She can do her work and keep up with her classmates. She has become a very good typist, and we are now, as never before, daring to hope that she will be able to find some kind of work after high school. A plan is under way to train this class in the use of several different business machines.

Fate was indeed kind to provide us with this special class just as we were desperate. The school for the blind would not have been the answer. Children like my daughter would be as much out of place in a school for the blind as in the regular school.

And there are many like her, youngsters who are neither blind nor normally sighted. Undoubtedly there are some in your own community. A few inquiries might arouse interest in forming a special class. It need not be large. In our city of nearly five hundred thousand the class began with only four pupils. But it has grown. Many groups are watching its progress, and the future looks promising for our child and other children like her.

Why can't it be done in your town too?

WELL-DESERVED RECOGNITION

A radio version of "Baby Training Up to Date" by Benjamin Spock, M.D., which appeared in the September 1946 *National Parent-Teacher*, has won high honor for Station WHA, the University of Wisconsin station at Madison whose director is H. B. McCarty, our national chairman of the Radio Committee. At the Exhibition of Educational Radio Programs held by the Institute for Education by Radio, meeting May 2-5 in Columbus, Ohio, this script was cited as one of the outstanding entries.

Called "The P.T.A. Program," the broadcast of "Baby Training Up to Date" was given an honorable mention in the classification of programs dealing with personal and social problems. The citation reads: "A streamlined presentation of problems faced by parents, providing splendid material for follow-up discussion and making constructive suggestions."

The script was written by Mary Louise Rundell under the direction of Mr. McCarty. It was one of the dramatizations of the monthly study course articles that are made available free of charge to parent-teacher associations conducting radio programs. In this form, therefore, our *National Parent-Teacher* study courses are receiving not only nation-wide distribution but nation-wide recognition.

FRED
V.
HEIN

Keep the Sick Child Home from School

MARY'S mother was quite upset. That morning Mary had been sent home from school with a cold. At first Mrs. Smith was inclined to be a bit indignant at the implied criticism of herself. But later on she began to feel a sense of guilt growing in her consciousness. She knew that in the busy rush of getting John off to work and the children ready for school, she had given Mary's sniffles too little attention. Then, after a telephone conversation with Mary's teacher, she realized that Miss Brady was only trying to do her duty. Why—hadn't she herself severely condemned Mrs. Jones a while ago for inviting Mary over to play when Alice had a cold?

She got Mary into bed and took her temperature. There was an epidemic of "flu" developing, and so when the thermometer registered 100.2 degrees, she began to worry. She picked up the telephone and dialed Doctor Evans.

The Doctor Turns Teacher

FORTUNATELY he was in the office and able to assure her that he would call before long. Later in the morning he stopped in. He examined Mary, listened to Mrs. Smith's story, and began to talk. He told her that he was the local medical society's representative on the school health council. He explained that one of the things the council hoped to do was to bring about improved home-school cooperation in matters affecting school health.

"For example," said the doctor, "keeping Mary

THERE is a useful brand of home-school cooperation that keeps children in school in spite of difficulties like bad weather, poor transportation facilities, pupil reluctance, and other well-known deterrents. Equally needed is an entirely different brand—the kind described in this account of one mother's experience and its chain of consequences.



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in bed for a day or two now may prevent several days of more serious illness. But it is very difficult to get parents to realize this."

"That," interrupted Mrs. Smith, "is because we worry about our children's getting behind in their studies when they stay out of school."

"I know you do," said the doctor, "but Mr. Wilson, your school principal, has found by analyzing the children's records that those who stayed home on the first day of an illness saved themselves an average of more than four days of schoolwork."

"You see, bed rest at the onset of an illness eliminates exposure and chilling, and helps the body to resist infection. Most colds and other minor infections do no great harm in themselves, but they often weaken a youngster's resistance to such an extent that he cannot fight off whatever serious complications may occur."

"I suppose you are too busy to speak at one of our P.T.A. meetings and explain all these things to the

other mothers, aren't you?" ventured Mrs. Smith.

Smiling, the doctor replied that he would find the time somehow if the members of the Elmwood Parent-Teacher Association thought he could be helpful to them.

Later in the day Mrs. Smith got in touch with Mrs. Riley, chairman of the P.T.A. program committee, and made her suggestion. Mrs. Riley thought it was a fine idea and added that she would like to hear what Mr. Wilson thought about it, too.

"We'll have a committee meeting and work it out," she promised.

A few days later Mrs. Riley called to say that the program had been arranged for the very next meeting of the Elmwood Parent-Teacher Association.

Meanwhile Mary had made a rapid recovery from her cold. Mrs. Smith was now thoroughly convinced of the value of early bed rest along with prompt medical care. Many times in the past it had seemed as if Mary's colds were going to hang on forever. Furthermore, Mrs. Smith had the satisfaction of knowing that Mary had not missed as many school days as she usually did when a minor cold developed into a sore throat.

Good Audience for Good Advice

WHEN the P.T.A. met, Doctor Evans outlined the medical reasons for keeping children out of school at the beginning of an illness. He also brought out some points he had not mentioned in his conversation with Mrs. Smith. For example, he emphasized the possible harm inflicted on companions when a sick child comes to school. Many children's diseases, his hearers were told, are most catching before they arrive at the stage where they can be recognized as communicable.

The doctor explained how other pupils are often exposed on the way to school or on the playground before the teacher has a chance to send the sick child home. He cited headache, sniffles, coughs, sore throat, fever, vomiting, and skin eruptions as conditions that should lead parents to suspect illness in

their child and that would warrant keeping him home from school.

"We have to consider our children's classmates," Doctor Evans said, "and apply the Golden Rule."

Then Mr. Wilson, the school principal, spoke about the educational aspects of the problem. "Only a few years ago we used to give certificates for perfect attendance and publish the pupils' names in the paper," he said. "Now we feel that the child who protects his own health and the health of his schoolmates by staying home when he is sick ought to have a certificate of honor."

"We must remember, too, that the child who is ill is liable to develop poor study habits," Mr. Wilson pointed out. "He may slow down the progress of the other children. He may perhaps create a whole series of classroom problems. Often a really likable pupil will be dull and irritable when he is sick. He may even impress his friends and teacher as being an unpleasant child. Every parent owes it to his child to send him to school only when he is well—only when he is able and eager to face his schoolroom tasks with confidence and meet them with success."

What the Records Reveal

MRS. SMITH secretly felt that she owed both the school and her child an apology. It was partly for this reason that she made the motion which resulted in the Elmwood Parent-Teacher Association's lining up solidly behind the school health policy.

Two years have passed since that step was taken. Logically enough, school attendance is much better than it has ever been before. The principal's records prove this to be a fact. The children are healthier, and their work is consistently up to standard. In addition, now that the policy is firmly established, many parents have discovered that they are less worried about their child's illnesses than formerly. Moreover, they need have no fear of his falling behind in his classwork.

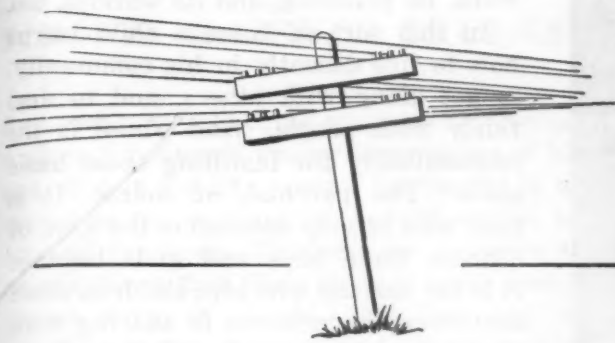
OF CHILDHOOD

There is a feeling of Eternity in youth, which makes us amends for everything. To be young is to be one of the Immortal Gods.—HAZLITT

Respect the child. Be not too much his parent. Trespass not on his solitude.—EMERSON

A child that is loved has many names.—HUNGARIAN PROVERB

You are the bows from which your children as living arrows are sent forth.—KAHLIL GIBRAN



Notes from the

NEWSFRONT

"A" Is for Apple.—Most of the alphabets of the world lead off with the letter A. We got ours from the Phoenicians whose ugly first symbol resembled an ox head. Luckily for us, the artistic Greeks took it in hand and beautified it into its present form. Although most languages let A represent one sound only, English requires it to stand for eight different sounds, as in *ale, chaotic, care, add, account, arm, ask, and sofa.*

A Welcome Invasion.—A type of infiltration that pleases Washington is that of the seventeen thousand foreign students—from Canada, China, India, Mexico, and Cuba, predominantly—who are now studying in the United States. Although New York and California still retain their numerical lead over the other states, students from overseas are scattered widely. This year the South, in particular, is playing host to unprecedented numbers of students from abroad. Universities in Texas, Louisiana, North Carolina, Georgia, and Alabama all boast impressive foreign enrollments.

A Pressing Matter.—The old fingers-in-a-bowl-of-water technique of sprinkling clothes has gone by the board along with the crossbow, the spinning wheel, and other implements of the pre-atomic age. Instead, home economics experts have found, today's housewives use a vegetable brush dipped in water, a whisk broom, an atomizer, and countless other substitutes for dripping fingertips. Most popular of all is that ageless favorite, the pop bottle outfitted with a perforated cap from the ten-cent store.

Jeweled World.—The Iranian city of Teheran counts among its greatest treasures a large globe of the world made for a famous Persian monarch about a hundred years ago. It is said to have been fashioned out of 51,366 gems weighing 3,656.4 grams. The seas are made of emeralds, England and France of diamonds, Africa of rubies, India of amethysts, and Persia (the Iran of today) of turquoises.

Train of Trouble.—The modern descendant of the iron horse that plowed across prairie and mountain is in disrepute. It seems that the coal-burning steam locomotive is a serious menace to health, for its smoke contains carbon particles, fly-ash, and poisonous gases. As a result, the people who breathe this polluted air day after day fall easy victims to pneumonia, tuberculosis, and cancer of the respiratory tract. Diesel engines, doctors say, are the best cure.

Are We Out of Step?—Impoverished Britain is about to launch an ambitious program for public education that will cost 6 to 7 per cent of her precious annual national income. Russia plans to spend 17 to 20 per cent of her national income on education for some time to come. The

United States of America now spends less than 2 per cent of her national income on education.

Smooth Those Crinkles!—As many a housewife has learned by scorching experience, rayon, nylon, and silk fabrics can be ironed satisfactorily at fairly low temperatures, between 275 and 400 degrees Fahrenheit. But other fabrics require more heat to get their wrinkles unkinked. Cottons, for instance, take more than 400 degrees F., woollens from 450 to 500 degrees, and linens the most heat of all—between 500 and 550 degrees F.

No Strike for Storks.—One American baby was born in a hospital approximately every fifteen seconds during 1946, according to a recent medical report. For the first time in our nation's history, the number of hospital births reached the two million mark. Actually they totaled 2,136,373, as compared with 1,969,667 in 1945. And that figure does not, of course, include babies delivered in private homes.

Who Are the Educated?—The Librarian of Congress, Luther H. Evans, attempted a difficult definition recently: "I consider an educated person to be one who has learned two things: (1) the mental disciplines which make habitual the employment of knowledge and reason rather than emotion in the choice of alternative courses of conduct; and (2) the practice of those rules of respect and tolerance for other persons and their opinions which make possible the carrying on of human relations with the smallest degree of unnecessary controversy and the smallest amount of injured feelings."

The Whatchamacallit.—Ours has often been called a gadget civilization, but no one seems to know exactly what a gadget is or where the word originated. Webster doesn't help much. He marks it, in brackets, "Origin uncertain."—then defines it as a "thing" and a "jigger." Although most often associated with American ingenuity, the word "gadget" probably was first used in England in the 1880's.

Two-Tongued Systems.—The official interpreters for the United Nations belong to two schools. A *consecutive* interpreter waits until a delegate has finished speaking before he starts to translate. He takes few notes and relies heavily on memory. The *simultaneous* interpreter, on the other hand, lags only a few words behind the speaker. He speaks his translation into a microphone from the quiet of a glass cage, and his listeners, equipped with headphones, simply tune in.

Too Slick?—Before manufacturers hit on wood pulp for making paper, they experimented with some strange materials. Among the more unusual substances tried out were banana peels. Who, then, could have blamed a printer for slipping once in a while?



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LAST fall our Attorney General, Tom Clark, called a national conference, attended by more than a thousand men and women from every section of the country, to discuss juvenile delinquency. Sometimes, as human beings will, they failed to agree on important issues, but on one point they were in full and bold accord—the need of every child for a good home, a home that is good for him.

Then they went on to ask just what kind of home is good for a child. Parent-teacher members need little reminder of the answer; their organization has been working fifty years to see that every child in America has just such a home. But here are some of the conclusions arrived at by members of the conference:

A home is good for a child (1) if he is loved and wanted there, and knows it; (2) if it affords him the opportunity to grow normally—by having certain things done for him and also by having the chance to do certain things for himself; (3) if he is given time that he can use in his own way and a place where he can do things by himself; and (4) if he is made to feel that he is truly a part of the family group, sharing in its fun, its

work, its planning, and its worries, too.

In this sort of home a child learns how to live decently in his community, to get along with others, and to deal fairly with people. And whose is the responsibility for instilling these basic skills? The parents', of course. It is they who largely determine the kind of citizens their boys and girls become. It is the parents who give children those continuous experiences in sharing with others that form the foundation of our democracy.

Not entirely new, to be sure, is this idea that the atmosphere of the home and the attitudes of the parents play a major role in developing children's personality and character. Nor does it mean minimizing the importance of other essentials, such as suitable food and medical care. It does not—must not—

Parents CANNOT DO IT

dismiss what the war taught us about the close connection between good housing and good character. Parents are responsible for both the physical and the emotional growth of their children. Theirs is, as it has always been, a double task.

Beyond the Family's Domain

THAT same national conference, however, came to another conclusion: *Parents cannot do their job by themselves.* True, many parents are quite able to protect the mental and emotional health, along with the physical health, of their children. These parents know what is needed—materially and spiritually—and can buy the things they want. And in such families each child does acquire that basic inner strength and that regard for others which he has experienced from those around him.

Yet there is one thing no family, by itself, can assure to its children. When the child steps out of this good home, he still needs to have the feeling of being accepted by others. He needs the same chance to share with his fellows, the same sense of belonging, of being a member in good standing in his play groups, in his school, in his neighborhood and community.

When a well-adjusted child of easy disposition

SIDONIE MATSNER GRUENBERG

first comes to school, he may quickly enough find a place for himself among companions of his own age. But if for any reason his family is not accepted in the community, he will not be sure of himself for long. Children are sensitive to discriminations that their parents make among different kinds of people. And they are just as sensitive to the attitudes that others have toward them personally, toward their families, or toward their special economic, racial, or social group.

Then, too, as a child grows older, he meets more and more people whose backgrounds and attitudes differ radically from the pattern and standard of his own family. For example, when a youngster from a privileged home, who has had the benefit of better than average schooling, first comes to a large city high school, he often finds it difficult to

own homes, assure their children a world where they may live in the style to which they were accustomed in early childhood. The children of other parents will have something to say about that!

Let's think about it a moment—about the fact that our children will have to live in a world chiefly made up of other people's children. Fortunately, during the past half century this has become a sobering thought for more and more men and women, especially since World War I. It has brought increasingly effective efforts to make good schools available to all children everywhere. It is related to the sudden widespread realization that America cannot prosper if large parts of its population remain destitute; that America cannot be healthy if so many of its people suffer from preventable illness.

Not only is each home influenced by the mode of life that surrounds it, by the character of its community, but today homes all over the world are becoming more directly dependent on one another. Even the most competent, resourceful, and self-reliant parents must reach out for a multitude of special services and advice. The modern home, like every other modern institution or social unit, has lost all chance of being self-sustaining and self-sufficient.

IT Alone

Where Strength Lies

make friends or to get along easily with his classmates. His parents, in their turn, may be worried by the scarcity of what they would consider desirable companions for him. This concern will be communicated to the child, reinforcing his sense of strangeness.

The Invisible Blockade

EVEN in small communities or in a single city school district we find many kinds of bias, many subtle exclusions that reflect our cultural immaturity and the serious insecurity which troubles many adults. The suspicion and hostility that we sometimes label snobbery is what might be called a polarized attitude; that is, it is exactly the same whether one group or the other feels itself superior or isolated or different. And it involves a large element of personal insecurity at both ends.

Reproaching people for their prejudices or their snobbery, however, does not help. These attitudes arise in every social group, as a result of fears and insecurities, and the individuals who are bound by such feelings suffer quite as much as those against whom the feelings are directed.

To put the matter briefly, parents cannot, by merely concentrating on the atmosphere in their

WHAT, then, is the new concept of the parents' task in the world of today? Simply this: to follow their children into the community—or rather, to anticipate each step and prepare for it accordingly. And this means the end of family isolationism. It means that families will have to work together if the security their children have acquired in the home is to remain unshaken.

Neighbors will have to join with neighbors to see about enlarging their children's opportunities for companionship and for suitable play space. P.T.A. members will have to make more forceful demands for better community services, better schools, better health protection, better recreational facilities, and better opportunities for young people to work with others on worth-while undertakings. Parents can do very little single-handedly to alter the character of a community, but as a group, solid and staunch and sure, there is little they cannot do!

And if parents deliberately and consistently undertake to work with other parents for the common welfare, their children profit both directly and indirectly. They too learn to share and cooperate, to meet and deal with strangers, to feel at home with everybody—and to take an active part in shaping a world where all may live in peace and human brotherhood.



WHAT'S HAPPENING IN Education?

- Because films play such a large part in the thinking of children, our school wants to do more in the way of motion picture appreciation next year. Can you suggest some source material?

THIS is a very good step to take, and I wish I could be more helpful. You might begin by writing to Warner Brothers, 321 West Forty-fourth Street, New York 32, New York, for a free copy of the *Selected Booklist on the Motion Picture*, prepared by the American Library Association. Most of the books in this list, however, are for adult readers.

A teacher I know makes good use of two services from Hollywood. One is a summary of judgments on new films by reviewing committees allied with major national organizations, including the P.T.A. members who prepare the "Motion Picture Previews" each month for this magazine. The service also includes reviews by junior high school groups.

The second service is the publication called "What's Happening in Hollywood." It covers in each four-page issue some one aspect of film making and adds a few comments on current releases.

Both of these services are available free from the Department of Studio and Public Service, Motion Picture Association of America, Inc., 5504 Hollywood Boulevard, Hollywood 28, California. You can expect materials coming from this source to be pro-Hollywood, but even so there are values here for the discriminating teacher.

- I have read about a bill now before Congress that will allocate Federal funds for the promotion of science education in the colleges. Personally, I think the place to begin strengthening science education is in the elementary school. What is being done along this line?

IN this atomic age science education must be strengthened at *every* point. And we should not neglect the social sciences, which help us to make wise use of the physical sciences. If the bill you refer to is passed in its present form, many people fear that the social sciences will be sadly, perhaps even tragically, neglected.

To return to your question, there is a new year-book that you will want to look at—*Science In-*

struction in the Elementary Grades, published by the National Society for the Study of Education. One of the best chapters is "The Improvement of Instruction in Science in the Elementary School." This section contains many practical suggestions.

- When prices of materials permit, we plan to put up one or more new school buildings in our city. We want to build these schools for the future as well as for the present. Where can we turn for advice and ideas?

THE U.S. Office of Education has a very able expert on school building problems in the person of Ray L. Hamon, chief of school housing, Division of School Administration. He can be very helpful to you. Perhaps, too, your state department of education has a school architect on its staff. Try there.

Here's the picture of the high school of the future as seen by a man who planned many fine schools in Des Moines, Iowa, and is certainly in a position to estimate trends. He is John W. Studebaker, U.S. Commissioner of Education. This is what he said in a recent address:

I believe the school plant will look like some of the better high school buildings of today—but with a number of distinct improvements. There will be shops, laboratories, a gymnasium, a cafeteria, and libraries. But the classrooms in our future building will not be chopped up into so many standard-sized cubicles, each seating thirty to forty students. Instead, there will be several large classrooms similar to the present lecture rooms of our colleges and universities, and accommodating a hundred or two hundred or even more students. Such classrooms will be equipped with radio and sound equipment, with projection devices for educational films, film strips, and pictures. And, like the smaller classrooms, they will be provided with quantities of textbooks, workbooks, and other instructional aids for the use of students.

I would like to add my fervent hope that *all* these future textbooks and workbooks will be written for boys and girls to *learn* from, not primarily for teachers to *teach* from. In other words, the school will come to be recognized as a place for learning, not merely for teaching.

- What can we expect in the way of population trends that will affect our school attendance in the near future?

THAT, of course, must be answered by every community—or guessed at. Perhaps the local telephone company can help you, since it must

make a business of knowing about population trends. Following are some over-all trends as seen by Thomas C. Holy, director of the Bureau of Educational Research, Ohio State University:

Because of the high birth rates during the years 1940 to 1946, elementary school enrollment may be expected to increase, reaching its peak around 1960 when the children born in 1946 will be fourteen years of age.

High schools are now feeling the effects of the period when our national birth rate was at its lowest ebb—1933 to 1936. High school enrollments are expected to continue declining until 1955, when the children born during the high-rate years will have reached secondary school age. The decline may be offset to some extent if a large proportion of our teen-age youth attend high school.

Dr. Holy, however, cautions against overbuilding in the light of these trends.

- What would you do for a child who finds great difficulty in writing papers for school assignments? One of my pupils tries but never seems to have anything to write about.

THIS is a question that cannot be answered without many more facts. Nevertheless I might mention a method that a Bloomfield, New Jersey, teacher—Marjorie Watts—has used with good results. She starts by reading aloud from Helen Keller's *Three Days To See*. That sets off a discussion. What would the class do if they had only three days more of sight? Do they agree with Miss Keller that touch is the most important sense?

To find out, all the pupils close their eyes for five minutes. Then a blindfolded volunteer tries to identify a square powder compact, a dog-shaped paperweight, and an inkwell. Usually he recognizes only the paperweight. These experiments make the children more aware of the world around them, more sensitive to what their five senses can tell them.

"I never noticed before how the desk next to mine squeaks," says one girl.

"Paper really smells," says another.

"At this point," explains Miss Watts, describing the method, "students began almost without direction to observe images in their reading that had previously escaped them. They were surprised at this new ability to appreciate what they read."

The effect on their writing was remarkable. "These papers proved in most cases far superior to anything written before. . . . Not one of them was dull reading." She calls this system "Raising the S.Q.," meaning the *sensory quotient*.

Certainly it is true that to be able to write, both children and adults must have something to say. And to have something to say, one must

learn to observe—to use all his senses in appreciating and understanding the world around him.

- How can we solve the problem of overcrowded schoolrooms? How can we better meet the needs of individual children and give them more help?

HERE is the recommendation of the Association of State Directors of Elementary Education as quoted in the new *Schoolman's Almanac for 1947*:

Because of the welfare of children as well as the health and efficiency of the teacher, we recommend that groups be limited to approximately twenty-five in kindergarten and grades 1-8, with a decreasing number . . . in groups of younger children.

Show that to your board of education.

However, small classes are not the complete answer to meeting the needs of individual children. To do this the school and school system should have well-staffed special services: nursing, medical, and dental services, special teachers for exceptional children, psychiatric service where possible, and most certainly a strong guidance program for junior and senior high school students.

- It seems to me that the schools should do more to promote summer camping. Children can learn much in well-managed camps. Can you tell me whether this movement is growing?

IT most certainly is. New York City's board of education will start an experimental summer camp education program this year. Many cities—even communities well under fifty thousand—now operate summer camps for their school children. Thousands of Future Farmers of America enjoy brief vacations in state F.F.A. summer camps. And private camps now serve two million boys and girls a year.

In a recent address before school administrators, L. B. Sharp, camping authority, said: "We sing patriotically 'I love thy rocks and rills, thy woods and templed hills.' I dare say there is little understanding on the part of most singers of what these words really mean. How can one really know a rill unless he has seen one, strolled beside it and explored it, heard the water babble over the rocks?"

—WILLIAM D. BOUTWELL

THIS department, which made its first appearance two years ago, again brings to the parents of America's children an up-to-the-minute account of current educational trends and the future practices toward which they lead. Our readers are cordially invited to send their queries to "What's Happening in Education?" in care of the *National Parent-Teacher*.



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Family Life in Focus

ON every side, nowadays, we hear parents blamed for their children's behavior problems. So strong has been the emphasis that conscientious mothers and fathers have to be on their guard to avoid developing serious feelings of inferiority. This is not, however, the point of view of the present article. For parents are, as a rule, well-meaning people who wish to give their children the best possible care and preparation for later life. Of course, parents are also human and, being human, likely to err. What they really want and need is some insurance against erring too far, some down-to-earth information on what they can do to keep their youngsters normal—not forlorn instructions about locking the stable door after the horse has been stolen.

A Few Fundamentals

FIRST of all, we must bear in mind that good parents are made, not born. Parenthood is a job, one that carries with it many responsibilities and requires real "know how." We do not learn this job in the delivery room or the fathers' waiting room of the maternity hospital. Where do we learn

it, then? That is the question. Do you know of any single task for which young men and women have less preparation than that of being a parent?

This being so, let us admit from the start that there is a lot we parents don't know—a lot that we need to know to keep our family life in focus year after year. Once we have made this confession we can begin with unbiased minds to learn certain facts that more objective investigators can tell us. These facts are based on studies of thousands of children, some who have done well in meeting life's problems and others who have failed, in one way or another, to "make the grade."

Second, we must consider these facts in the light of our own children, our own family group. Perhaps we should remind ourselves that the family operates most successfully when it operates as a unit. In this unit each member plays a necessary and responsible role. If they all insist on being rugged individualists, ignoring the importance of the others, the children are quite likely to grow up uncertain and confused.

Third, we shall do well to think seriously of our specific responsibilities toward our children. We know that we must, for instance, provide them with food, clothing, and shelter—the essential material things. These may or may not be difficult to supply, but they are far easier to procure and distribute properly than are the *nonmaterial* things that our children have just as much right to expect from us.

What are these nonmaterial things? Love and affection; proper discipline; feelings of security; training in self-assurance and self-sufficiency; opportunity for growth in intellectual and social

competency; and training in honesty, truthfulness, and understanding of others—in short, the whole gamut of personality traits that determine our adjustment to normal living in a social world.

Many children live in homes where material comforts are of necessity kept to a minimum. Yet love, understanding, and family unity make up for all the other deficiencies. A number of family surveys have demonstrated that physical environment may play some part in molding a child's character but a far smaller part than the parental attitudes which prevail in that environment.

Nourishing the Spirit

LET us consider a bit more in detail these important nonmaterial elements—elements that determine whether or not our children will be well or poorly adjusted. High on the list is the love and affection that flows from parents to children. Too many of us are inclined to treat love as if it were a tangible thing that can either be smeared on with a brush or scraped off with a knife. Too often we think our warm affections are demonstrated by the number or cost of the gifts we buy.

Unfortunately that isn't the case. Love is an emotion that can be felt by both the giver and the recipient. It isn't just talk—or even gestures. Although it is most difficult to define, it can be detected readily by a very small child. He knows from every act, every movement, every reaction whether or not his parents really love him. Somehow or other love cannot be faked. You may pretend to yourself that you are giving your child all the affection he needs, but he will quickly find you out if you allow other interests to filter off your love for him.

And he'll let you know that he knows, if you are clever enough to watch him. First he will strive to win your attention by doing cute or unusual things. Then he'll be annoying, and if you pay no

TAKE heart, parents. It's all right to be human. It's even all right to make mistakes, now and then, in bringing up your children. The important thing is to focus on the long view and the large view in all the affairs of family life. How to do it, when every day is crammed full of problems, irritations, minor crises? The author, a noted mental hygienist, simplifies the task for us.



heed he'll become downright belligerent. No, he won't ask for love in so many words, but he'll do all he can to win back your attention and, ultimately, the love he has had in the past.

The wise parent, however, never puts his children in such a position. Doing things to gain attention can lead to the development of undesirable traits that the children may, in later life, use on other people to their own detriment. Never let a child feel that he has to beg for what is his birthright.

Still another nonmaterial element is security. Security and love are closely related, and rarely can one of them exist in the absence of the other. Because love tends to hold us close to our loved ones, we are able to give them a feeling of security through our physical presence. But as children grow older they can leave their families without loss of security because they know their parents are—as they have always been—ready to help them, understand them, and love them. Each time your child turns to you for affection and for guidance, each time you respond to him in full measure, you increase his feelings of security.

The Small Self Learns Control

DISCIPLINE is the most important means by which a child acquires the art of living with others. He must discover by this process that the give-and-take attitude should prevail in all human relations. If one takes too much or gives too little, no friendship can go on for long. Discipline teaches a child this relationship in regard to his own family. If it is properly administered he soon finds that his parents can make some decisions for him that are more satisfactory than his own. When he fails to heed these decisions, he is forced to suffer punishment.

How to show a youngster you love him and at the same time establish a proper program of discipline is a problem that worries many parents. All too often Mother and Dad look upon discipline as

being limited to the smooth surface of a hairbrush or the palm of the hand. But discipline is not punishment. It is a way of life built on the premise that respect for those with whom we live assures self-respect.

Actually, good discipline means the intelligent handling of the child—teaching him the value of self-control and the fact that punishment comes, more often than not, from the unsatisfactory results of poor judgment. Only when the child's personal welfare or that of others might be seriously jeopardized do we need to use sterner measures involving physical discomfort. And even then the child should clearly understand why he is being punished. Naturally, during his early years you will have to apply punishment promptly, so that he will be able to relate the penalty to the behavior that caused it. Later, reasoning and knowledge will make such action less necessary.

One of the difficulties of disciplining children is that parents cannot succeed in this task unless they themselves maintain a well-disciplined life. If they do not, the child may look upon their disciplinary measures as a technique for making him unhappy. He may even view his parents as bullies.

Another interesting thing about this problem is that part of children's discipline comes about as a matter of course when they are thrown with other children. Indeed the law of the playground can frequently be more painful and more severe than any home discipline. Parents should try not to intrude upon this process too much; it is far more effective when undergone without any outside interference.

This approach to discipline leads us directly toward still another obligation that we parents owe to our children: the provision of opportunities for developing self-assurance and self-sufficiency. Children live best in a child's world. In that environment they can learn how to think and act for themselves, without pulling on Mother's apron strings for help. Unless we want to keep our youngsters permanently dependent upon us, we must give them every chance to try their wings in this world and make some of their own decisions. Little children often possess excellent taste in clothes and can be trusted to select them. They

know what toys they want, what they want to play, and how to make and hold their own friends. Let them do it!

Then, too, our boys and girls need opportunities for mental as well as physical growth. By training and experience they need to learn how to use their minds in all their daily contacts. We parents can advance this growth by supplying them with as much mental stimulus as possible. Good books and music, plenty of family talk and play is the general prescription. The amount and content of such experiences will have to be determined by the age, interests, and capacities of the children; but long before any youngster goes to school he may and should be started on his educational career.

How Characters Are Built

AND now one final word about the parents' part in the development of certain basic personality traits. All of us want our children to be honest, truthful, courageous, and loyal. We want them to possess a wide range of those other qualities that make for good character. Again, the growth of these traits depends largely on the kind of environment we provide and the kind of character we ourselves possess.

The best single guide to character development in children is to keep our own characters as nearly at peak level as possible. Too many of us are inclined to pay lip service to moral attributes without exemplifying them ourselves. But remember, children live close to reality. When they are told about truthfulness as an abstract quality they are not likely to get the idea. But when a parent shows the child what truthfulness means by his own example, truth becomes understandable.

These few general procedures for happy parent-child relations are not offered as cure-alls, nor do they teach perfect parenthood in one easy lesson. They may, however, point toward the recognition of some major problems in the care and rearing of children. Once these problems are seen and understood, the path to better parenthood is opened up. The way is cleared. From here on it takes only practice, an open mind, a willingness to change our approach and learn from our mistakes.

GOLF . . . is a trifling thing beside the privilege of taking a small son to the zoo and letting him see his first lion, his first tiger, and, best of all, his first elephant. Probably he will think that they are part of your own handiwork turned out for his pleasure. Cortez on his lonely peak in Darien was a pigmy discoverer beside the child eating his first spoonful of ice cream.—HEYWOOD BROWN



NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: RUTH UPDEGRAFF

Associate Professor of Preschool Education, University of Iowa

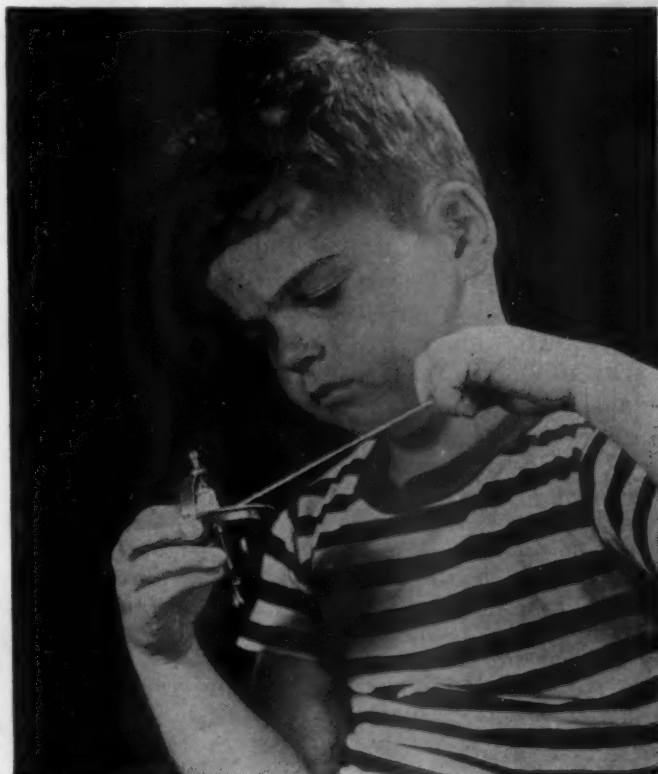
● It seems to me that Kenny, our three-and-a-half year old, gets much too upset when he can't immediately succeed at something he's trying to do. For instance, he may start to pull his wagon up the steps. When it doesn't come right away, he bursts into tears and walks off, maybe kicking the wagon first. Or he'll work on a puzzle for about half a minute and then throw it down. What can I do about this attitude of his?

AS USUAL, there might be any number of possible explanations for Kenny's behavior. Your first job is to discover, or perhaps guess, the most likely underlying cause. Then you will need to do two things: relieve that cause and give Kenny a chance to find out what behavior is more desirable, more satisfying to him and you.

To begin with, let's take up the possible causes. We can't be exhaustive, but a few suggestions may help you with the problem. For example, Kenny may be overanxious for the approval that comes with success, or overly fearful of disapproval if he should fail. Proud parents often watch a child so closely and critically that he is always aware of their satisfaction or lack of it. Under such circumstances he may decide to avoid trying anything difficult rather than risk disapproval.

Or perhaps Kenny gives up too soon because he actually thinks that he fails more than he succeeds. This feeling often develops when a child's parents keep expecting him to do things that are really too hard for him. Many intelligent fathers and mothers are ambitious for their children and proud if the youngsters can demonstrate exceptional achievement. We parents should remember how important it is to fit our expectations to the child's own capabilities.

From several standard books on child development we can learn what can, in general, be expected from the average child of any age. Having



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this information we can then proceed to study our own boy or girl as an individual.

Quite a different cause for Kenny's behavior might be found if he customarily receives too much help from you and his father. It is always satisfying for a child to know that his parents are devoting their time and attention to him, so satisfying that if they are too generous he is not likely to try doing things for himself—and by himself.

It has been found that when a child is guided into a situation demanding a little effort, is encouraged to make an attempt, and then is praised



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for his success, he begins to understand that effort is approved and success is pleasant. Gradually he can try doing harder things, still with encouragement and reminders of previous successes. As he learns to exert greater efforts he is bound to develop a favorable attitude toward new problems and a genuine pride in solving them.

● *I have two children—Ted, who is five, and his three-year-old sister Mary. Though they are fond of one another, they get in each other's way a lot. Ted becomes terribly irritated, for instance, when Mary bumps into his complicated block-building as she pulls her wagon. I don't blame him at all, and yet I know she doesn't mean to interfere. She loves to be with him. I can't separate them, either, because in our home it's usually impossible to keep Mary away from Ted. What do you advise?*

BOTH Ted and Mary are acting in ways perfectly normal for their respective ages, and you have, I imagine, guessed their feelings pretty accurately. Happily you know, too, how important it is to tackle this problem now. Even normal irritations can be unduly disturbing to the children and the rest of the family. What's more, they may create permanent undesirable attitudes between the two youngsters.

Let me suggest that you direct your thinking and planning toward three specific goals: First, you want to build in each child an ample store of emotional security. Second, you need to give the children plenty of chances to enjoy doing things

together and with the family. And third, you must also make sure that they can play alone when they want to, each unbothered by the other.

Why do we particularly mention emotional security here, when everyone knows it is important for every child at all times? Merely because in a family group like yours, in which both the children are young, they are often thrown together a little too much. True, close companionship between brother and sister is a great asset in most respects, but it may also carry some liabilities.

Even if Mother and Daddy are very busy people, each of them should devote a certain amount of time every day exclusively to the youngsters, singly or together. Story time will find both Ted and Mary on Daddy's lap. Mother will take both children to the park. Dad will have two helpers in building the outdoor fireplace. At still other times Daddy and Mary will have something to do together, or Ted and his mother will go off hand in hand.

If you do manage to provide these times when Mary and Ted can each do things with you or their father, they will also be free to enjoy the other shared experiences that foster the best kind of brother-sister relationship. Unfortunately, however, what with getting up at the same time, eating together, and having the same hours for play and sleep, many children are together so much that they are forced always to divide their parents' attention between them.

Isn't it natural, though, for each of us to want the assurance that we have something just a little different from everyone else? And sometimes in tightly knit family living the opportunity to receive that assurance is lost. Then Ted and Mary may become rivals for affection, quick to detect what they consider favoritism. But the child who is sure of his place in his family will not need to feel such rivalry and therefore won't be so ready to enlarge upon the normal brother-sister conflicts.

Family doings of all kinds are fertile soil for encouraging wholesome attitudes. So are experiences that enable each child to help the other and both of them to take pleasure in the process.

If your quarters are a bit small, try setting aside certain parts of a room or rooms as a clearly understood play space for each of the children. You can maintain order by designating a special cupboard or shelves for play materials in each child's domain. Even so you will have to step in at times to protect Ted by getting Mary absorbed in a different activity, and vice versa. And often enough the children themselves will bring all your machinations to naught by deciding they want to play together anyhow! But never mind. The stage is set for individual needs whenever the two youngsters reverse their decision.

Poetry Lane



Answer for a Little Girl

You want to know
Where rainbows go
When they fade away
On a summer day?

God breaks them up
In a valley cup—
Hear His hammer's thunderings?
He pieces them into new designs
And gives them to butterflies
For wings.

—MARION DOYLE

From a City Window

She was not made to bear a grief alone
In a small room from all the world apart;
Or yet to hold in her small hand sorrow's stone,
Heavier than the cool weight of her heart.
She was born to stand at a country gate,
Roses about her, listening for the sound
Of eager feet at twilight. She should wait,
The song of a cricket rising from the ground
Making its brittle music. But instead
She looks from windows on a noisy street,
Behind her the smoothness of an unused bed,
Below her the city's harsh, staccato beat.
*She was not made for this, who in a dream
Romps with her sons beside a country stream.*

—ELEANOR ALLETTA CHAFFEE

This, To Remember

These are the years of quick response;
His laugh is young and kind.
His tears come easily and show
The hurt behind.

And everything I say and do
Is quickly caught and played
Into the pattern of his mind
So newly made. . . .

Mignonette

Where is the mignonette?
The bee knows,
And the shy breeze that comes and goes
Carrying summer sweetness.
A child knows,
Kneeling to seek and touch.
Hard rain
That cuts the poppy bloom to shreds of stain
And lashes fragile petals from the rose
Bends down to mignonette
Like tides on seaweed ocean-wet,
And leaves her standing fresh and fragrant yet—
Half cameo,
Half delicately floral,
Stars of cool sunlight tipped with coral.

—HORTENSE ROBERTA ROBERTS

First Watch

I better keep lissenin'
To see if it's goin'.
I better keep lookin'
To see if it's slowin'.
I better keep windin'
So it won't run down.
This is prob'ly the keenest
Watch in town!

"Don't somebody want to know what time it is?"

—ROBERT G. PECK, JR.

Soon he shall find proud privacy
And studied, safe retreat,
When years that shape maturity
Are his to meet.

Then shall I seek the look, the word,
That makes me understood,
When mouth and eyes are calm behind
The mask of adulthood.

—JEANNE WESTERDALE

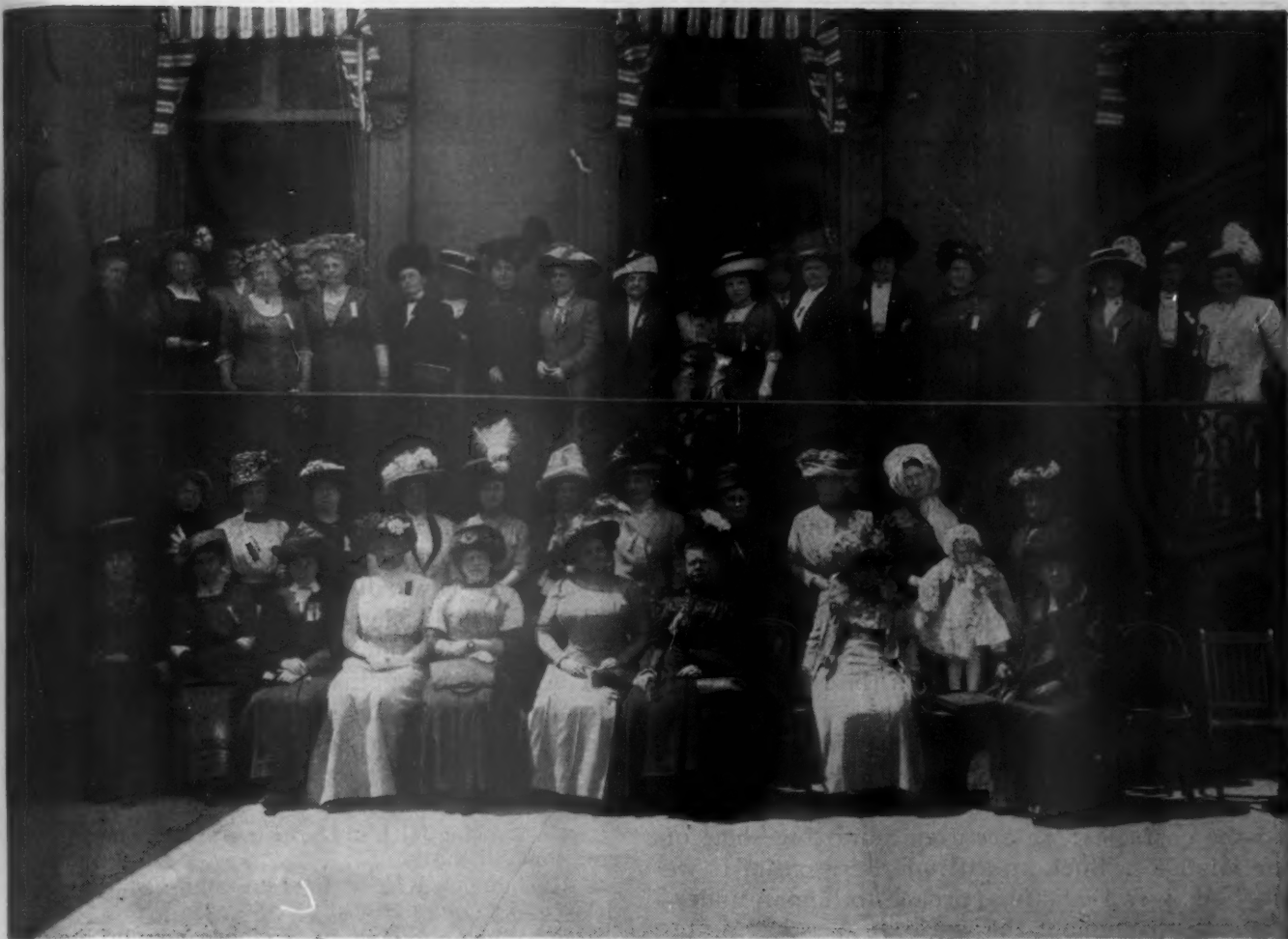
PICTURES FROM THE PAST



The first state branch of the National Congress of Mothers holds its annual convention, October 1899. This photograph of the New York State Assembly of Mothers, meeting in the capitol building at Albany, was taken at the close of an address by Theodore Roosevelt, governor of New York. The governor, soon to become President, is seated in the third row, center. Also in the picture but not identifiable is Mrs. Theodore W. Birney, president of the National Congress of Mothers.



National officers and delegates at the seventeenth annual convention of the National Congress of Mothers and Parent-Teacher Associations, held in Boston, May 15-21, 1913. Sixth from the left in the front row is Mrs. David O. Mears, originator of Founders Day and at that time national vice-president. Next to her is Mrs. Frederic Schoff, national president, who succeeded Mrs. Birney and served for eighteen years.



Another early meeting in Washington, D. C. This old photograph bears no date, place, names, or identifications. Easily recognizable, however, are Mrs. Schoff, third from the left in the balcony, and Mrs. Mears, fourth from the left. The meeting evidently took place during Mrs. Schoff's long administration.

AND ONE FROM THE PRESENT

Times change, faces change, styles change, and photography is immeasurably improved; but the purposes and goals of the National Congress have remained the same for half a century. This picture was taken on February 17, 1947, the fiftieth birthday of the organization, during the Founders Day ceremonies at the Birney Memorial, Marietta, Georgia. With Mrs. L. W. Hughes, national president, are several members of Alice McLellan Birney's immediate family: Her granddaughter, Mrs. Lawrence Wood Robert, Jr.; her great-granddaughter and namesake, Alice Birney Robert; two of her daughters, Mrs. Catherine Schoen and Mrs. Alonsita Walker; and a cousin, Mrs. Grace McLellan Smith.



LAYING FIRM FOUNDATIONS

Challenge to Americans: World Citizenship

RALPH McDONALD

National Chairman, Committee on World Citizenship

OUR progress toward world understanding in recent months calls to mind the old story about the frog climbing the bank. With each hop he jumped forward one foot and slipped backward two feet. Truly the footing is very tenuous and the grade very steep on the road to peace today.

We are keeping our eyes in the right direction, however, and that is fundamental. To some extent we are analyzing our problems. We are recognizing the obstacles; we are even admitting some of our mistakes. Such an attitude is essential if we are to make a realistic approach to human understanding throughout the world.

Retarding our efforts are numerous psychological barriers—barriers that the psychologist calls escape mechanisms. Some of the more important can be heard expressed in almost any group of American people:

"We have the atomic bomb. All we need to do is to keep it secret, and the rest of the world will have to let us alone."

"Somehow things have always straightened themselves out in the past. They will again, so we need not worry."

"Force is the only practical way to keep peace in the world, especially in dealing with such nations as Russia. Therefore we must organize our national resources, our manpower, our production, and our thinking to keep ourselves stronger in a military way than any potential enemy."

"The United Nations, like the League of Nations before it, is a weak and ineffective product of wishful thinking. Of course, we ought to talk about it very approvingly, so that other nations will realize we would like to cooperate, but we had better depend on our own strength."

"Human brotherhood is something for me to practice toward the Greeks, the Norwegians, and others whom I never expect to see, but I have to be practical. You can't treat Negroes or Jews or Mexicans like equals."

"The whole world situation is bad. Our policies are wrong. It is altogether terrible, the mess we are in. But there is nothing I can do."

"We have poverty and want right here in the United States. We need food, clothing, and housing right here. Let's keep our money and our goods here for Americans who need them. We can have everything we need if we will just look after ourselves."

All these attitudes are false. They are the mental defenses of people who are either too lazy, too smug, or too cowardly to think.

The National Congress of Parents and Teachers did its part to set the minds of more than four million Americans against such attitudes when it adopted the following ringing pledges in its 1946 findings committee report:

1. Unwavering support of the United Nations and its auxiliary, UNESCO.
2. Unswerving faith in the peaceful settlement of international disputes.
3. Unending patience in compromising differences within and among nations.
4. A willingness to share our food and clothing with other countries.

The Basic Task—Self-discipline

THE world-minded citizen must first of all free his own mind of prejudice, of false concepts, of groundless suspicion and hatred. To do this is a difficult task, for all human beings tend to form attitudes through emotion rather than through intellectual exercise. Much time and effort are required to study an issue carefully, to get the facts on which to base an intelligent opinion. Moreover, it is especially difficult to rid oneself of faulty notions long nourished by one's social group.

Perhaps a few specific suggestions will help. For example:

1. Get personally acquainted with as many people as you can who are different from yourself in race, in nationality, in language, in religion, in economic status.
2. Look for the ways in which people are alike, for interests that they have in common. Notice particularly how much good there is in the individual human being wherever you find him.
3. Try to find out what the other fellow's problems are. Consider what you would do if you were in his place.
4. Read, study, and discuss the history of other nations, especially those with which our own nation is in conflict. Learn about the geography, the economy, the art, the literature, the recreation, and the social life of several countries.

5. Take advantage of every opportunity to engage in cooperative activity with members of minority groups. Working together does more to build understanding between people than all the lectures and forums ever held.

6. Listen to radio broadcasts from other countries or about them.

7. See movies and pictures that are authentic portrayals of life in other countries.

Most of all, remember that the foundation stone of world understanding is the Christian principle that a human being is important, regardless of race, creed, color, nationality, economic status, or any circumstance whatever.

A Pattern for World Fraternity

THE National Congress of Parents and Teachers has pointed out continuously that world citizenship cannot exist unless there is world-minded, tolerant, good citizenship in every home. Parent-teacher members know that the child inevitably adopts the attitudes demonstrated by his family. He absorbs their ideas; he is profoundly influenced by their habits of thought and of behavior.

Every home should have an extensive collection of books and magazines that will stimulate a study of other peoples and other lands. The family's social contacts should include people of diverse backgrounds and not be confined simply to those who are of the same social group. Parents and children together should seek experiences, direct and vicarious, that will increase their knowledge of world affairs and of other nations.

The school, too, offers basic training in the practice of world citizenship. It is the one institution in which children of all creeds, all nationality backgrounds, all races, and all economic and social levels meet and cooperate. Our schools need the encouragement and support of parents in their efforts to place emphasis on intergroup good will.

The school must have ample and suitable materials—books, pictures, movies, and other instructional aids—to make real to children the people of other lands, their activities and their problems. The extent to which citizens of the United States contribute to world understanding will depend on the effectiveness with which the organized courses, the student activities, and the total experience of children in school enable them to develop the true attitudes of world citizenship.

Next comes the community and its role in the education of world citizens. The local parent-teacher association is usually more strategically placed than any other community group to provide adults with experiences that will create world understanding. A vigorous world citizenship committee can set in motion many activities to make community life more satisfying and build world understanding at the same time.

A major task for every American community is that of furthering public knowledge of the United Nations and its related agencies. One way of doing this is to set up an information center, preferably in the public library or school, where authentic and interesting materials of all kinds, from books to movies, are available. Meetings, study groups, film showings, and discussion clubs should be organized to stimulate the use of these and all other available materials. The radio, too, presents a wealth of opportunities for enlarging our world understanding. P.T.A. radiocommittees, take note!

Community activities in which people of different national backgrounds, different races, and different social groups work together afford the best kind of practice in world citizenship. There are foreign-born people in almost every town and city; there are people of different races and creeds. Through pageants, music festivals, arts and crafts exhibits, dramatizations, and special programs, these varied groups can learn about each other, from each other, with each other.

Every community has a world citizenship climate of some sort. It may tend to weaken the good and strengthen the bad practices; it may intensify the constructive and discourage the harmful attitudes. This climate for world citizenship is of course affected by the amount of information people possess, but it is affected even more by the attitudes they hold and the practices in which they engage. The P.T.A. has an unusual chance to determine the character of its community climate and, if necessary, to make it a climate more conducive to world understanding.

As America Goes, So Goes the World

POSTWAR events have revealed clearly a fact that sometimes makes us shudder—our inescapable responsibility to the world. The nations of the world are looking to America. If we fashion a selfish, nationalistic policy toward other countries, then selfish nationalism will cover the earth. If we leave uncured the festerings of intolerance and intergroup tensions in our own United States, there will be little progress toward human brotherhood. If we set an example of neglect in our obligations as citizens, the people of the world will follow us in that course, too.

The responsibility, however, is also an opportunity. If we rise to the challenge of constructive world fellowship, most of the other nations are likely to rise with us. If we make human brotherhood real, the world will be moved toward fraternity and understanding. If we live up to our highest ideals of democracy, then human freedom is assured. And if we honestly try the ways of peace, the danger of war will recede into remoteness.



PTA Frontiers

Illinois Tackles Leadership Training



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Panel members preparing for a lively discussion at the third session of the Illinois Congress leadership course for parent education chairmen. Left to right: Mrs. J. R. Berke, Mrs. R. J. Wielock, Mrs. S. H. Tannenbaum, and Mrs. F. J. Carsella, all of Chicago; Mrs. D. W. Messenger, Aurora; Mrs. Francis S. Sites, Chicago; and Mrs. R. E. Foote, Maywood, Illinois.

Group Techniques for Parent-Teacher Associations. Armed with these, she said, surely anyone who could preside at a meeting could lead a parent education study group.

But her words did not sound too convincing, even to her own ears, because she was still not sure that she had approached the real problem. However, her ideas struck sparks, and the remarks of local parent education chairmen pointed straight to the reason for the lack of study groups in Illinois—untrained leadership.

Intelligent, well-informed parent-teacher workers admitted frankly that they felt at a loss to lead any group into the study of child development. "We don't know how to begin!" they moaned. "We need special preparation, something to make us better trained than the average mother in our group." Then, too, there was an additional mental hazard for the would-be Chicago parent education leaders. They felt even more inadequate when they compared their methods of stimulating discussion with those of several professional child psychologists who often appeared on local unit programs.

An Eager Majority

HAVING discovered the true cause of the trouble, the state chairman decided to try remedying it in an experimental way. But first she must find

WHAT was the matter with parent education in Illinois? The state parent education chairman asked herself that question in April 1944, when she had been in office just a year. The entire state was—and always had been—in the forefront of P.T.A. activity with this one exception. The year's local unit reports, for example, showed that only 147 associations had any parent education study groups and that only thirty of these used the study courses published in the *National Parent-Teacher*.

The first real clue to the answer came out a year later, while the state chairman was conducting some round-table discussions at four district parent education conferences in Chicago. Earnestly she stressed the importance of using all available tools—the *National Parent-Teacher* study course articles and outlines, books on child psychology, and the National Congress publication *Study*

out whether parent education chairmen in the Chicago area, where the problem was most acute, would be interested in a strong, intensive course in leadership training. Therefore a questionnaire was sent to fifteen district and council chairmen in the city, asking whether they would attend such a course, how much time they could give to class sessions and outside reading, and other pertinent questions.

Almost by return mail came eleven affirmative, enthusiastic replies. So enthusiastic were they that the state chairman, after conferring with Mrs. Frank A. Damm, president of the Illinois Congress, presented the idea of a parent education leadership training course to the state board of managers. The board immediately voted to sponsor the course, which thus became an Illinois Congress project.

All this took place during the 1946 convention, which was held in the spring. From then on plans went forward rapidly. The June *Illinois Parent-Teacher* carried an article to promote interest in the course, assuring parent education chairmen that they need not live in Chicago to take advantage of it.

Registration blanks were distributed by nine district directors in and near the city. A planning committee was formed, consisting of Mrs. Damm, the state parent education chairman, and the editor of the *National Parent-Teacher*, together with three well-known authorities on education and child development: E. T. McSwain and Paul Witty of Northwestern University, and Ethel Kawin, director of the magazine's preschool study courses. Ralph H. Ojemann also took part in the planning in his dual role as national Parent Education chairman and as director of the magazine's parent education study courses.

Can Leadership Be Learned?

MISS KAWIN accepted the responsibility for coordinating the course and succeeded in obtaining a suitable meeting room in the Uni-



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Ethel Kawin, coordinator of the course, and Mrs. Melvin C. Lockard, state chairman of parent education.

versity College, University of Chicago. It was decided that this trial class would be limited to six two-hour sessions, beginning in September and meeting once a month with the exception of the first two meetings, which were to be one week apart.

The paramount objective was to develop lay leadership, using demonstration methods and pointing out the value of several publications made available by the National and the Illinois Con-

gress. The principal problem—in the eyes of those planning the course—was to give adequate training in leadership techniques and discussion procedures and at the same time to provide sound instruction in the principles of child psychology.

The entire course was designed with the modern idea of learning by doing. The sessions themselves would be conducted like model study group meetings, with analysis and suggestions for improvements. Then simultaneously these parent education chairmen could apply the new techniques in their own P.T.A. study groups. They were urged, too, to organize new groups if none now existed.

The subjects to be considered at each session were selected from the current study course articles in the *National Parent-Teacher*, so as to give these leaders experience in using study outlines and likewise a basic knowledge of child psychology. Because it was also important to find out how professional people might contribute to group discussions, Dr. Ojemann, Dr. Witty, and Dr. McSwain



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A group of class members preparing to question panel participants on Arnold Gesell's "Does Your Child Do What the Others Do?"

gladly agreed to preside at the last three meetings. These men demonstrated effectively how specialists might be of maximum service to local groups—service far beyond that of the traditional lecture.

The Venture Under Way

THE first class met promptly at ten o'clock on September 18. Miss Kawin outlined plans for the course and gave a short lecture on child psychology. She told her fifty listeners that to qualify for a certificate each person must:

- Read and thoroughly digest *Study Group Techniques*
- Attend five of the six class meetings
- Read at least two books listed in the *Parents' Bookshelf* (a bibliography published by the Illinois Congress) or in any *National Parent-Teacher* study course outline
- Encourage the promotion and organization of a new study course in a local P.T.A.
- Take active part in some specific phase of the course

A steering committee was appointed by Miss Kawin, and five of its members were selected as discussion leaders for each of the remaining sessions, which were to take the form of panels. The members of the class banded themselves into five groups under these leaders.

When the class met again, one week later, there were sixty-two parent-teacher workers present, forty-two from Chicago and twenty from ten different outlying communities. This meeting was a panel discussion of "Baby Training Up to Date," the preschool study course article by Benjamin Spock, M.D., in the September issue of the magazine. The panel members gave such an excellent performance that they set a high standard for the next four discussion groups.

Miss Kawin stood ready to answer questions that were too technical for the panel members. However, this class session alone proved that the study course articles and the outlines in the *National Parent-Teacher* are eminently suitable for local groups under skilled lay leadership.

At the third session, members reported that nineteen new study groups were being formed in local P.T.A.'s and that seven other groups were functioning with increased effectiveness under the leadership of seven members of the class. The panel discussion of the October preschool study course article revealed one important fact in a negative way. The panel group did very well in presenting the topic "Does Your Child Do What the Others Do?" But because it failed to use the study questions in the magazine, the general discussion was not so stimulating as it might have been.

The second half of the course gave the class an opportunity to work directly with professional experts and to learn how to use their special knowledge in group discussions. Each of these men—Dr. Ojemann, Dr. Witty, and Dr. McSwain—employed

a different method to show how his services might be of specific value in clarifying both facts and opinions.

At the end of each session Miss Kawin and the state parent education chairman conferred, comparing their impressions of the completed period and making plans for the next one. It was most interesting to see how quickly the members developed a better understanding of children, at the same time strengthening their leadership qualities through study, observation, and participation.

Results—Tangible and Intangible

REPORT blanks were distributed at the next-to-the-last meeting so that the members could specify the work they had done and also give suggestions for improving the course. When the blanks were returned, they revealed that forty-one of the sixty-two enrollees were entitled to certificates. Moreover, they proved beyond all doubt that lay people can learn to lead study groups.

Other comments indicated that the course had not only fulfilled but gone beyond its original purpose. It was, in fact, a successful experiment in a very important phase of adult education—the art of leadership. The world today demands more leaders, and this particular course showed that the art is neither a secret nor a difficult one. Furthermore, the women who emerged from the sixth and final session were all more articulate, more confident of their ability to organize and conduct study groups concerned with a most vital and essential subject, the upbringing of right-thinking, right-acting boys and girls.

The course had several distinctive features. It was, first of all, based on so definite a need that there was no question of motivation. Learning and the application of learning went on simultaneously—and often spontaneously! Then, too, the various techniques were not merely talked about but actually tried, tested, and criticized.

A third distinctive feature was the emphasis on the part played by the specialist in groups conducted by lay leaders. It was demonstrated that when sound, reliable materials are used, the professional expert takes on the role of consultant.

News of this unique enterprise has traveled far. A number of district leadership courses have been set up, following the same pattern, and the Illinois Congress has put aside a sum of money to institute others throughout the whole state, utilizing the resources of various colleges and the state university. Finally, the Illinois Congress and the University of Chicago are now completing plans for a permanent adult education course offering both leadership training and child psychology.

—ZELLA M. LOCKARD

Motion Picture PREVIEW



CHILDREN'S MOTION PICTURE ENTERTAINMENT

RUTH B. HEDGES

—Whose Responsibility?



Mrs. Hedges

A LARGE segment of the American motion picture audience has always been children—not just underprivileged children who live in crowded slum areas or in homes with neglectful parents, but everybody's children, yours and mine. Unfortunately, most of these youngsters have had

little guidance from either their parents or their teachers to help them select and evaluate films.

This youthful audience can be divided into two groups: the children under twelve years of age and the teen-agers from twelve to sixteen. We parent-teacher members are especially interested in the influence of motion pictures on the minds of both these groups. We know that the motion picture is one of their favorite forms of entertainment, and too often they are introduced to it at a very early age. Babies and small children are frequently taken to the movies by their parents because there is no one to care for them at home. A little later these tiny tots begin to go with their older brothers and sisters, and by the time they are ten years old they are going to the movies once a week, seeing films that are produced for adult audiences.

Children love movies for the same reason that we grownups like them. There on the screen, spread out before them, is the whole wonderful world about which they are so very curious. There they watch people; there they find adventure, excitement, and drama. True, their interests vary. Small children, for example, like stories about other children, about animals, the out-of-doors, or things within their real or imaginative experience. Older children's tastes become more diverse as their experiences increase.

Film Fare for Eight-to-Twelves

EACH month in the year state parent-teacher bulletins and *National Parent-Teacher: The P.T.A. Magazine* publish classified reviews of current films. These classifications include films suitable for children between eight and twelve years of age. One year fifty films fell in this category, but a great many more were classified as suitable for the family—which means for the child above eight if he is accompanied by an adult who will discuss the film with him. Common sense tells us that children below the age of eight should not go to the movies, certainly not without an adult.

It is from these films that are judged suitable for the eight-to-twelve group and for children accompanied by adults that we must plan children's theater programs in our communities. Youngsters should not be repeatedly projected into the conflicts of adult life before they have lived a little longer and gained a little more perspective. Many adult movies deal with the eternal triangle, with divorce, with crime and tragedy. When these unusual dramatic conflicts are repeated in movie after movie, children will come to accept them as being usual. Divorce may seem the easy solution to marital difficulties. Drinking may seem sophisticated, smart, or funny. Crime may seem easy, and the techniques of committing crimes may be planted in fertile young minds.

To assist communities in overcoming these influences, the Motion Picture Association, under the leadership of Eric Johnston, has established a Children's Film Library (see the *National Parent-Teacher*, May 1947, page 36). Starting with twenty-eight subjects, this group is reissuing films that have been taken out of circulation. Others are being added as rapidly as possible. This library is to become a permanent source of material for children's programs. Theater managers

can draw upon it through the film exchange from which they ordinarily book their films. Managers are also being urged to use those current films that have been rated as suitable for children's programs by the thirteen national organizations that now preview motion pictures. Children like to see the new movies.

However, no matter how many theaters exhibit these selected films, the community program will be a failure unless it has its audience of children. It will also be a failure if young people still attend the adult movies. Here is where the community must assume a large share of responsibility. There must be a liaison committee functioning between the theater and the home, educating parents and publicizing the special programs.

This is not an easy job, since each picture must be sold to its audience. The P.T.A., the school, the library, the church, and children's club leaders must work everlastingly at it if children are to have the programs they deserve. And theater managers must do the thing they know so well how to do—build showmanship into the programs—because children have a right to enjoy their own show. If the program is really entertaining, the problem of attendance will take care of itself.

Training in Taste

THE adolescent between the ages of twelve and sixteen selects his own screen entertainment. Therefore it is imperative that by the time any child is eleven or twelve he must have been given a basis for evaluating films. The school is the logical and proper place for this training, since part of a teacher's job is to help children learn to discriminate. For a period of some fifteen years a group of educators has experimented with this type of training and has found that children do learn to evaluate films readily. The film, like the automobile and the airplane, is an integral part of the life of modern youth.

The most effective teaching technique it has been my privilege to observe has been carried on for five years at John Burroughs Junior High School in Los Angeles. Mrs. Mary Alice Uphoff, who teaches English and the social studies and who possesses a great deal of initiative, has conducted her own experiment in teaching discrimination. She discovered first of all that although she did not have the time to see many pictures herself, the students, with her guidance, could become their own teachers.

One student is appointed as chairman. He assigns the film to be discussed to a child who has already planned to see it. The young critic must then make a three-minute report stating the theme of the film, the plot, and the source of the

story and naming the director, the composer of the background music, and the leading characters. To this information he adds his own recommendation and designates what particular groups he thinks might find the picture entertaining. This report is then supplemented by the remarks of other students who have seen the same film. Questions and discussion follow.

The maturity of judgment and the analytical technique of these young teen-agers are remarkable. Their vocabulary is astonishing; they actually search for words that will most clearly convey their opinions. The reviews are concise and clear. Best of all, the young people soon begin to reject the mediocre and demand films of real value.

The following are excerpts from student reviews of two films included in this month's "Motion Picture Previews":

Great Expectations. "A tense, dramatic episode is made more mysterious by dark scenes, unusual characters, and deep, mystic music." "With a sense of deep feeling, reality, and often a touch of humor, the unforgettable Dickens characters are superbly portrayed." "If more classics were made into pictures such as this, it would greatly benefit school children and make reading the story easier and quicker."

Dear Ruth. "Hilarious comedy, very much worth seeing if you want to have a good time." "Gay because of the dialogue and funny predicaments." "The best show and the most glamorous hit in a long time." "It might teach a few people that lying can get you awfully involved."

Films Can Be Our Allies

THOSE of us who want the screen to project the vital, mature problems of life and are strongest in our criticism of its failure to do so more frequently are likely to forget one other objective, that of obtaining a greater number of films suitable for children. Every time I go to a serious picture like *The Lost Week End* my satisfaction in seeing a grave social problem honestly presented is turned immediately to frustration when I think that thousands of children will see it.

So, you see, there is no easy solution to this problem of motion pictures for children. However, on the positive side I am sure we can move forward constructively by doing the following things.

First, make good use of the documentary film in education. Education is too important and critical in this atomic age to restrict us to old, slow methods—methods that may take hold of the mind but fail to stir the heart and hence do little to motivate action. The classroom or text film, too, should be made available to all schools. Every other profession has access to modern equipment to do a more effective job. Let us give our teachers something more up to date than the blackboard.

Also, in our homes and schools and community

groups, let us discuss the films we see in terms of their relation to daily life. At least 50 per cent of the current films contain situations that can be made the basis for a good discussion. *The Yearling*, for example, deals with parent-child relations so vividly that a parent could project the whole problem of discipline into a calm, objective conversation about this movie with his own child.

It's a Wonderful Life makes us realize the importance of the average man. Is that not a vital subject? Isn't one of the causes of juvenile delinquency the striving of youth to gain the things or position that will make him feel an important fellow? And though there is entirely too much drinking on the screen, where the problem is presented legitimately let us not hesitate to bring it into the open. In *The Best Years of Our Lives* wasn't the man who drank to escape from his self-consciousness in the family just as definitely handicapped as the man without hands?

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Alexander's Ragtime Band—20th Century-Fox. Direction, Henry King. A well-timed reissue of this successful musical romance that will appeal to new audiences as well as to those who have already enjoyed it. Many of Irving Berlin's best known songs are excellently presented, and the taxi-driver scene, with John Carradine and Alice Faye, is outstanding. Cast: Tyrone Power, Alice Faye, Don Ameche, Ethel Merman, Jack Haley, John Carradine.

Adults	14-18	8-14
Entertaining	Yes	Yes

Great Expectations—Cineguild-Universal. Direction, David Lean. This beautiful romantic drama is told with appreciative attention to detail, especially when it makes use of sky and weather to re-create the varied moods of Old England. The background, both exterior and interior, is unforgettable. The acting has all the prerequisites of greatness. Each characterization is given a purposeful overemphasis so that it may fit perfectly into the authentically interpreted Dickens atmosphere. The whole effect is intensified by the fine musical accompaniment. Cast: John Mills, Valerie Hobson, Anthony Wager.

Adults	14-18	8-14
Outstanding	By all means	Yes

That's My Man—Republic. Direction, Frank Borzage. An entertaining social drama that follows the career of a famous race horse, interwoven with a romantic human-interest story. Thrilling race-track scenes and a good cast keep the suspense high. Cast: Don Ameche, Catherine McLeod, Roscoe Karns, John Ridgely.

Adults	14-18	8-14
Entertaining	Good	Good

FAMILY

(Suitable for children if accompanied by adults)

Copacabana—United Artists. Direction, Alfred E. Green. A farcical comedy with music and dancing to add gaiety and variety. The plot, very slight, revolves around Carmen Miranda, who plays a dual role. The film will have its greatest appeal to those who enjoy this vivacious comedienne and the clowning

I have tried to give you a definite line of action, for you personally, for your schools and your community. I believe it is constructive and workable. Will you think about it and answer these questions for yourself?

1. Can we build and successfully maintain a motion picture program for children under twelve years of age in every community?

2. Can we persuade our schools to accept their responsibility for teaching the teen-age youth how to evaluate films and use discrimination in his selection of them?

3. Can we, both educators and parents, make the documentary, classroom, and the serious entertainment films our own allies?

If we can do these three things we shall influence not only our young people but the motion picture itself. We shall be helping to make real and definite its potential contribution to cultural development and human progress.



Shirley Temple and Guy Madison in *Honeymoon*

of Groucho Marx. Gloria Jean and Andy Russell are given an opportunity to act as well as sing. Cast: Groucho Marx, Carmen Miranda, Andy Russell, Steve Cochran, Gloria Jean.

Adults	14-18	8-14
Amusing	Amusing	Of slight interest

Dear Ruth—Paramount. Direction, William Russell. A delightful comedy of errors built on the age-old theme of an estranged young couple reunited by the efforts of a third person, this time an adolescent girl. Cleverly written, skillfully directed, and artistically produced, the charm of the film is largely due to the charm of its characters—and to the fact that there is no villain. It will please its audiences, sending them from the theater refreshed by gay laughter though a bit misty-eyed. Cast: Joan Caulfield, William Holden, Edward Arnold, Mary Phillips, Mona Freeman.

Adults	14-18	8-14
Good fun	Yes	Fair

The Egg and I—International-Universal. Direction, Chester Erskine. Betty MacDonald's best seller has been made into a lighthearted social comedy against a magnificent background of forests. An excellent cast includes many eccentric rural types who contrast amusingly with the two leads. Changes have been made in the pattern of the novel in order to supply drama and suspense, but many of the characters are true to the book. The young couple who begin their married life on an isolated

chicken farm meet with all the obstacles detailed in the original story—and more. Cast: Claudette Colbert, Fred MacMurray, Marjorie Main, Louise Albritton.

Adults	14-18	8-14
Amusing	Yes	Fair

The Home Stretch—20th Century-Fox. Direction, Bruce Humberstone. Technicolor. A highly entertaining drama set against colorful race-track backgrounds both in the United States and in South America. Good comedy situations, a few tears, and a boy-meets-girl romance are smoothly interwoven into a film far above the average horse-racing story. Grownups will need to interpret the ethics of the gambler's code to their youngsters. Cast: Cornel Wilde, Maureen O'Hara, Glenn Langan, Helen Walker.

Adults	14-18	8-14
Entertaining	Yes	Yes

Honeymoon—RKO. Direction, William Keighley. An amusing comedy with Mexican settings, costumes, and music to give it vividness and beauty. The cast is well chosen for this light, diverting story of an American boy and girl who inadvertently involve a diplomat in their romantic escapade. Cast: Shirley Temple, Franchot Tone, Guy Madison, Lina Romay.

Adults	14-18	8-14
Amusing	Entertaining	Fair

ADULT

Calcutta—Paramount. Direction, John Farrow. A well-plotted murder melodrama laid in the most mysterious country in the world, India. An odd assortment of characters behave in the approved manner—the innocent appearing guilty and the guilty fairly exuding innocence. The story has to do with a ring of ruthless jewel smugglers who make secret use of the airplanes that fly over the Hump. Cast: Alan Ladd, William Bendix, Gail Russell, June Duprez.

Adults	14-18	8-14
Entertaining	Possibly	No

Cheyenne—Warner Brothers. Direction, Raoul Walsh. This thriller has all the riding, shooting, killing, gambling, and intrigue any devotee of westerns could desire. The authentic costumes of the era are colorful, and the casting is skillfully done. The tempo changes swiftly and often, aided by stirring background music. Beautiful desert scenery affords some interesting photographic studies in light and shadow. Cast: Dennis Morgan, Jane Wyman, Bruce Bennett, Janis Paige, Alan Hale.

Adults	14-18	8-14
Entertaining	Entertaining	Too tense

Dark Delusions—Metro-Goldwyn-Mayer. Direction, Willis Goldbeck. Another episode in the activities of Dr. Gillespie and his corps of young medical assistants is presented with the usual good acting and interesting background settings. The repartee of the young doctors and the caustic remarks of old Dr. Gillespie serve to lighten a story dealing with abnormal psychology. The medical profession may consider the film a breach of professional ethics. Cast: Lionel Barrymore, James Craig, Lucille Bremer, Jayne Meadows.

Adults	14-18	8-14
Yes	Possibly	No

Fear in the Night—Pine-Thomas-Paramount. Direction, Maxwell Shane. A weird murder mystery that depends on hypnotism for its motivating force. The thrills come when a weakening young man, made to commit a murder while under hypnosis, almost loses his life. Cast: Paul Kelly, DeForest Kelley, Ann Doran, Kay Scott.

Adults	14-18	8-14
Interesting	Not recommended	No

Fun on the Week End—United Artists. Direction, Andrew Stone. Unethical farce-comedy with good costuming and settings, a gay musical background, and a cast that deserves a better vehicle. The story, built on fraud and deception, has no cleverness to relieve it and shows no hint of retribution. Cast: Eddie Bracken, Priscilla Lane, Tom Conway, Allen Jenkins.

Adults	14-18	8-14
Matter of taste	No	No

The Guilt of Janet Ames—Columbia. Direction, Henry Levin. The theme of this thought-provoking film concerns the effect of the mind on the body and the release from mental torture that understanding can bring—another story having to do



Anthony Wager in a scene from *Great Expectations*

with the psychological. The picture is well written, directed, and acted. An unusual feature is the use of fantasy to clarify the causes of the neurosis. Cast: Rosalind Russell, Melvyn Douglas, Sid Caesar, Betsy Blair.

Adults	14-18	8-14
Good	Fair	No

The Macomber Affair—Bogues-United Artists. Direction, Zoltan Korda. An exceedingly interesting tragedy adapted from Ernest Hemingway's story of the way in which success affects two different men—one who is able to face life with balance and judgment and the other who is always the coward. The film is materially enhanced by the outdoor background of the Africa of Martin and Osa Johnson. The lion hunt and the buffalo hunt are both realistic to the gasping point, and the unraveling of the murder mystery adds still more suspense. The performances are all excellent. Cast: Gregory Peck, Joan Bennett, Robert Preston, Reginald Denny.

Adults	14-18	8-14
Good	Yes	Exciting and mature

The Other Love—Enterprise-United Artists. Direction, André de Toth. This tale of the untimely death of a young woman is taken from an unpublished novel by Erich Maria Remarque. The exceptionally beautifully photographic backgrounds of Victor Milner, the excellent cast, and lovely music add the element of entertainment which is needed to offset the tragedy. Seeking to find a cure for her illness in a sanitarium in the Swiss Alps, a concert pianist finds peace of mind and the strength to meet death calmly through the understanding love of her physician. Cast: Barbara Stanwyck, David Niven, Richard Conte, Joan Lorrain, Gilbert Roland, Lenore Aubert.

Adults	14-18	8-14
Good	Emotional	No

Three on a Ticket—PRC. Direction, Sam Newfield. A mediocre detective melodrama of the Michael Shayne series, with a confused plot and poor continuity. Disrespect for police officers is conveyed while the private detective is shown as a very clever fellow. Cast: Hugh Beaumont, Cheryl Walker, Paul Bryan, Ralph Dunn.

Adults	14-18	8-14
Mediocre	No	No

Untamed Fury—PRC. Direction, Ewing Scott. A tense melodrama made in the swamplands of Florida where the primitive Okefenokees fight off the invasion of outlanders. There are hair-raising scenes of alligator hunts, an underwater battle with one of the monsters, and a perilous chase through trackless swamps where poisonous snakes and quicksand threaten death at every turn. The action is exaggerated, and the characterizations are not within the bounds of reason. Cast: Gaylord Pendleton, Mikel Conrad, Leigh Whipper, Mary Conwell, Althea Murphy.

Adults	14-18	8-14
Matter of taste	No	No

STUDY COURSES . . . 1947-48

NATIONAL PARENT-TEACHER MAGAZINE

1. PROBLEMS OF THE PRESCHOOL PERIOD

For Parents of Young Children

• Directed by **ETHEL KAWIN**, Director of Guidance,
Glencoe Public Schools and Lecturer in Education,
University of Chicago

MONTHLY TOPICS

September

If Habit Training Goes Awry

October

When Children Begin To Walk and Talk

November

Emotional Growing Pains

December

A Fellow Needs a Friend

January

Character Training That Counts

February

Sex Questions Start Early

March

Dependent Mother or Dependent Child?

April

Children Need Room To Roam

2. PROBLEMS OF THE SCHOOL-AGE CHILD

*For Parents of Elementary School Children and
of Adolescents*

• Directed by **RALPH H. OJEMANN**, Associate Pro-
fessor of Psychology and Parent Education, Child Wel-
fare Research Station, University of Iowa

MONTHLY TOPICS

September

Suppose They Don't Like School

October

The Fun That Frees

November

When Home and School Disagree

December

The Promising Rebellion

January

The Kiss and the Quandary

February

The Price of Prejudice

March

Discipline for Self-discipline

April

A Life of His Own

THESE topics will be discussed in the light of modern discoveries and developments by a group of noted specialists, each an acknowledged authority in his field. Throughout 1947-48 *National Parent-Teacher: The P.T.A. Magazine* will carry not only the monthly articles but accompanying outlines, questions, and reading lists. Leaflet announcements of the year's topics for each study course are available free to groups planning to use one or both courses.

• NATIONAL PARENT-TEACHER MAGAZINE •

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Looking into Legislation

ON April 1 Senators Cain, Magnuson, Hill, Eastland, and Dworshak introduced into the Senate a bill, S.1011, to provide for the education of children on Federal reservations and other federally owned property not subject to state or local taxation. H.R.2650, an identical bill, was introduced into the House by Representative Case of South Dakota. Four other bills similar to these two have also been introduced into the House. All of them were prepared after a long period of study on the part of congressmen, educators in states concerned with this problem, and the U.S. Office of Education.

Bill S.1011 provides that the U.S. Commissioner of Education shall arrange for the utilization of state and local agencies in states where such property is located. He may request such agencies to enter into agreement, upon terms consistent with the act, for the education of school-age children residing on any nonsupporting Federal property. If, and only if, no state or local educational agency is able or willing to enter into agreement, the Commissioner is authorized to make whatever other arrangements may be necessary for the free public education of such children.

It is required that the education provided under these arrangements shall be substantially the same as it would be had there been an agreement with the state or local educational agency. In all agreements the educational opportunities provided for school-age children living on nonsupporting Federal property shall be equivalent to those provided in the public schools of the state.

Title II of the bill makes a temporary provision having to do with Federal property acquired and used to further the war effort with respect to which payments in lieu of real property are authorized but are inadequate to support the free public education of the children living there. If the Commissioner finds that there is an inequitable financial burden upon the school district in which such property is located or that the tax levy cannot be increased, he may make payments to the state and local educational agencies for the provision of free public education on this Federal property.

Title III makes another temporary provision. In order that local educational agencies overburdened with war-incurred school enrollments may meet their needs during the transition from war to peacetime conditions, the Commissioner is authorized to make contributions for the operation and maintenance of school facilities. These contributions shall be made only to (1) needy local educational agencies that have received Federal aid for the operation and maintenance of school facilities during the year ending June 30, 1947, or (2) those whose local tax revenues have been reduced or will be reduced by reason of the acquisition or ownership of land by the United States.

REFERRED to the House Committee on Public Works is bill H.R.2473, which would transfer to the states all interests of the United States in educational and recreational facilities acquired under the Act of October 14, 1940. By introducing such a bill Representative Johnson of California and six of his colleagues signified their belief that local communities should get this property free. Some federally owned Lanham Act facilities have already been sold, but still available are 364 nursery, elementary, and secondary schools worth \$44,000,000 and 160 recreational facilities worth \$14,000,000. The Federal Works Agency, which is responsible for these buildings, is not favorable to their free disposal. Unless those who are vitally interested in the passage of this bill write to their congressmen, these facilities may be lost to many local communities.

—EDNA P. COOK

Contributors

MILDRED ADELINE AMOS lives in Dallas, Texas, with her husband, her daughter, and her small son. She spent the war years in an Arizona mining town with her husband, and found life there, she reports, a challenging and stimulating adventure. Despite her many family and community activities, Mrs. Amos finds time to carry out her early childhood ambition to write.

AGNES E. BENEDICT, widely known as a staunch champion of the rights of children, is now research editor for the National Association of Day Nurseries. She has studied at the universities of Oxford and Munich and has also engaged in teaching, factory work, and social work. In addition to free lance editorial writing, she has been editor of the *American Child* magazine. Miss Benedict is the author of two highly acclaimed books—*Progress to Freedom: The Story of American Education and Children at the Crossroads*.

SIDONIE MATSNER GRUENBERG has long held the respectful attention of all who labor in the field of child welfare. For twenty-five years she has been director of the Child Study Association of America. An eminent lecturer in parent education, Mrs. Gruenberg has always worked closely with the P.T.A. and has been a contributor to this magazine since 1927. To thousands of parent-teacher members her books, particularly *We, the Parents*, are a constant source of help and guidance.

When FRED V. HEIN wanted to tell the greatest possible number of parents about a very important school health problem, he naturally sought the *National Parent-Teacher* as an ideal medium. Consultant in health and physical fitness for the American Medical Association, Mr. Hein came to the A.M.A. from the public schools of Wisconsin, where he taught his specialty to all age groups from elementary school through college.

BONARO W. OVERSTREET gives us a fine dividend this month—another article in this year's series "How To Think About Yourself." Readers who have profited by Mrs. Overstreet's unusual insight into human needs are looking forward to her appearance at our Golden Jubilee convention. She and her husband will both participate in symposiums, Mrs. Overstreet in the one on Parent and Family Life Education and Dr. Overstreet as leader and speaker of that on World Understanding.

MORTON A. SEIDENFELD, one of America's outstanding younger psychologists, is director of psychological services in the National Foundation for Infantile Paralysis. During the war he served in the Adjutant General's Office, specializing in psychological testing and vocational rehabilitation. Dr. Seidenfeld is particularly interested in tests used for the chronically ill and in the psychological treatment of speech difficulties.

This month's "P.T.A. Frontier" was prepared by Mrs. Melvin C. Lockard, chairman of parent education, Illinois Congress, and Mrs. Frank A. Damm, president, Illinois Congress.

A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 9-47, this means that your subscription will expire with the September *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the October issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

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National Parent-Teacher

The P.T.A.



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ALICE McLELLAN BIRNEY



PHOEBE APPERSON HEARST

Official Magazine of the National Congress of Parents and Teachers

THE MEMBERSHIP OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS IS NOW 4,486,855 ★ A GAIN OF 576,749

Membership and gains by states as of April 15, 1947

STATE	MEMBERSHIP	GAIN	PER CENT	STATE	MEMBERSHIP	GAIN	PER CENT
Alabama	114,054	17,478	18.0	Montana	15,905	2,788	21.3
Arizona	22,989	4,725	25.9	Nebraska	42,187	5,813	16.0
Arkansas	73,162	7,969	12.2	Nevada	4,466	1,222	37.7
California	608,754	76,988	14.5	New Hampshire	6,930	2,266	48.6
Colorado	72,886	6,543	9.9	New Jersey	168,552	18,618	12.4
Connecticut	47,660	7,083	17.5	New Mexico	11,265	2,419	27.3
Delaware	10,410	2,007	23.9	New York	170,212	23,558	16.1
D. C.	26,400	2,593	10.9	No. Carolina	157,993	22,947	17.0
Florida	120,002	15,561	14.9	No. Dakota	20,638	3,616	21.2
Georgia	98,118	11,817	13.7	Ohio	302,049	22,737	8.1
Hawaii	24,163	5,956	32.7	Oklahoma	77,929	10,593	15.7
Idaho	23,626	6,685	39.5	Oregon	55,889	7,821	16.3
Illinois	277,598	28,453	11.4	Pennsylvania	202,556	15,548	8.3
Indiana	123,257	13,180	12.0	Rhode Island	20,072	2,801	16.2
Iowa	70,167	9,246	15.2	So. Carolina	25,403	1,344	5.6
Kansas	78,914	6,991	9.7	So. Dakota	17,024	1,898	12.5
Kentucky	79,227	13,619	20.8	Tennessee	131,000	21,709	19.9
Louisiana	40,679	7,301	21.9	Texas	257,196	35,945	16.2
Maine	14,859	4,640	45.4	Utah	49,928	5,250	11.8
Maryland	40,533	10,333	34.2	Vermont	14,182	1,598	12.7
Massachusetts	57,856	12,135	26.5	Virginia	88,505	7,475	9.2
Michigan	136,313	9,708	7.7	Washington	99,650	15,308	18.1
Minnesota	100,499	12,943	14.8	West Virginia	64,516	21,659	50.5
Mississippi	38,326	7,205	23.2	Wisconsin	48,785	4,615	10.4
Missouri	127,814	15,877	14.2	Wyoming	5,463	433	8.6

Unorganized Territory 294

Objects

OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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Golden Jubilee Convention

NATIONAL CONGRESS OF PARENTS AND TEACHERS

STEVENS HOTEL • CHICAGO, ILLINOIS • JUNE 2-4, 1947

MANY hundreds of miles stretch between Chicago, scene of the Golden Jubilee convention of the National Congress of Parents and Teachers, and Marietta, Georgia, birthplace of Alice McLellan Birney. Yet as the delegates to the 1947 annual meeting pay tribute to Mrs. Birney and to Phoebe Apperson Hearst, co-Founder, in the huge northern city on the shore of Lake Michigan, the Birney Memorial at Marietta remains a lasting monument to the woman in whose heart and mind the parent-teacher movement took form.

Located on the sloping grounds of the

Marietta High School and surrounded by fine old trees, the Memorial lies in full sunlight. Set in the center of a stone plaza is a simple shaft of native marble, surmounted by a sundial and bearing an equally simple inscription:

"This sun court is dedicated to a great woman who made a great dream come true—Alice McLellan Birney, Founder of the National Congress of Parents and Teachers. From the seed of faith she planted has come the flowering of a new era of hope and promise for America's children."



The Birney Memorial, Marietta, Georgia

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